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ABSTRACT

This curriculum guide is designed to develop an increased awareness of the changing roles of males and females and to provide current relevant information regarding the changing roles of males and females. The guide is divided into five major concepts: (1) perception of masculinity and femininity, (2) physical/biological determinants of male and female characteristics, (3) social/psychological factors influencing roles of males and females, (4) legal discrepancies affecting male and female roles, and (5) males and females in the world of work. Each section (concept) follows a typical format that includes the following parts: supporting concepts, behavioral objectives, specific performance outcomes, and generalization. The remainder of each section is comprised of a table that presents supporting content and generalizations, teaching strategies and learning/evaluating experiences, and resources. Appended to each section are student exercises and assignments, student evaluations, and a list of resources. (LRA)

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THE CHANGING ROLES OF MALES AND FEMALES

CURRICULUM GUIDE

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FOREWORD

The second half of this century has witnessed widespread, highly publicized challenges to stereotyped conceptions of masculinity and femininity. Traditional expectations that men will be the sole support for a wife and family no longer accurately describe the majority of American families. Thus, this guide was developed with two major objectives in mind.

(1) To develop an increased awareness of the changing roles of males and females.

(2) To provide current relevant information regarding the changing roles of males and females.

This curriculum guide should serve as a valuable resource for vocational teachers in planning and implementing programs relevant to the needs of the students of the 1980's.

USE OF THE GUIDE

This curriculum guide has been designed as a guide only. Teachers should adapt the guide to the needs of their students and to the educational programs offered in their respective school districts. Content, objectives, generalizations and learning experiences may be added or deleted at the discretion of the teacher.

The guide may be used in its entirety as a special interest class or specific concepts from the guide may be selected to augment or expand existing courses. For example, Concept I - Perceptions of Masculinity and Femininity - might be used in a semester course in Child Development; or Concept V - Males and Females in the World of Work - may be particularly useful to those teachers in the public schools who are including information concerning careers and occupational choices.

Learning Experiences are classified according to the following key.

AE - alternate learning experience - an experience which could serve as an alternate learning experience in another concept(s).

JH - junior high - learning experience which is suitable for junior high level.

HS - high school - learning experience which is suitable for senior high level.

PS - post secondary - learning experience which is suitable for post secondary level.

Teacher notes and teacher references have been added throughout the guide to furnish additional information and to aid in the use of the guide.

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TITLE OF UNIT: CHANGING ROLES OF MALES AND FEMALES

SUGGESTED TIME: TWO TO NINE WEEKS

MAJOR CONCEPTS FOR UNIT:

Perception of masculinity and femininity
Physical/biological determinants of male and female characteristics
Social/psychological factors influencing roles of males and females
Legal discrepancies affecting male and female roles
Males and females in the world of work

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will:

develop awareness of perceptions of masculinity and femininity and their effects on roles of males and females.
analyze the physical/biological determinants of male and female characteristics and their relation to sex role identity.
analyze the influence of selected social/psychological factors on changing roles of males and females.
form judgement related to the influence of selected social/psychological factors on changing roles of males and females.
comprehend implications of inequalities of the laws regarding males and females.
understand contributions of males and females to the working society and the effects of sex role stereotyping and biases on career options in the changing world.

GENERALIZATIONS:

In order to live successfully in today's society, one must view a person as an individual with unique abilities and skills, not simply as a male or a female.

Physical/biological determinants of sexual identity influence the roles one assumes throughout life.

The total socialization of the person influences his or her sexual role identity.

Legal inequalities regarding males and females exist in our present American system.

Society's role expectations result in sex-role stereotyping and biases which affect career choices and opportunities for both males and females.

CONCEPTUAL OUTLINE FOR UNIT - CHANGING ROLES OF MALES AND FEMALES

(Junior High, High School, and Post Secondary Levels)

Page

I. Perception of masculinity and femininity.....4

A. Role expectations of males and females
B. Individual role perceptions
C. Changes in traditional sex roles
D. Beyond role expectations for males and females

II. Physical/biological determinants of male and female characteristics.....26

A. Biological influences on males and females
B. Sexual behavior of males and females

III. Social/psychological factors influencing roles of males and females.....46

A. Factors influencing roles of males and females
B. Social/psychological characteristics of family membership and their influence on roles

IV. Legal discrepancies affecting male and female roles.....82

A. The American legal system
B. The inequalities of the law for males and females

V. Males and females in the world of work.....104

A. Responsibilities of males and females as related to the home and career
B. Economic factors influencing male/female roles
C. Multiple roles of males and females

MAJOR CONCEPT: 1. PERCEPTION OF MASCULINITY AND FEMININITY

SUPPORTING CONCEPTS:

A. Role expectations of males and females
B. Individual role perceptions
C. Changes in traditional sex roles
D. Beyond role expectations for males and females

BEHAVIORAL OBJECTIVE: Develop awareness of perceptions of masculinity and femininity and their effects on roles of males and females

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- differentiate between role expectations for males and females
- describe the roles assumed by individuals
- analyze the individual's perception of role identity
- examine historical influences on sex roles
- identify traditional sex roles
- synthesize the involvement of masculine and feminine role perceptions

GENERALIZATION: In order to live successfully in today's society, one must view a person as an individual with unique abilities and skills, not simply as a male or a female.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
A role is a position or behavior in which a person assumes his/her relationships with others. Understanding role perceptions of males and females allows the individual the opportunity to formulate personal role identity. There is no known culture that does not differentiate between male and female roles. The present American culture perceives male and female roles as being more equal than any other culture known.	List roles played by each person in daily life situations. (JH, HS, PS)	

Learned roles may be difficult to overcome. The ability to see beyond the role assumed by an individual is important in building relationships.	Read for understanding of role relationships. (HS, PS)	Sasse, Person to Person.
Individuals and the roles they assume are products of past and present cultural perceptions.	Interest Approach: Bulletin Board-"What's the Difference?" (JH, HS, PS) Brainstorm-"What do Females Do?" "What do Males Do?" (JH, HS, PS)	Appendix I or Appendix I A.
	Complete Self-Evaluation.	Appendix I B.
	View magazines and select pictures depicting males and females in various roles. Display selected pictures in "Guys-Gals." (may be used for discussion).	Appendix I C.
	View filmstrip "Masculine/Feminine." (HS)	Filmstrip: "Masculine/Feminine" Forecast Filmstrip. Co-Ed.
	Prepare and Discuss "role tree" which represents various roles played. (JH, HS) (May be individual activity or Bulletin Board Game)	Appendix I D.
Roles that one must fill include given, learned, and chosen roles.	Discuss the roles that each person is expected to fill in life. (JH, HS, PS) (AE Concept III)	Sasse, Person to Person. p. 168-170.
	Complete checklist of behavior. (JH, HS)	Sasse, Person to Person. p. 173.

CONCEPT I. Perception of masculinity and femininity

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	View film.	Kentucky Dept. for Human Resources, Bureau for Health Services, Frankfort The Fable of He and She. (11 min./color/1974/ JH, HS, PS/Vg-E) OR Hey, What about Us? (15 min./color/1974/ JH, HS, PS/VG)
	Play Pros and Cons Games. (HS, PS) (AE Concept IV)	Pros and Cons Game; Sex Role Options.
	Role play a reversal of traditional roles for males and females, or conflict of role performance. (JH, HS)	
	Complete statement, "I am_____." (Use words describing roles assumed). (JH, HS, PS)	
	View film and complete activity sheets 1 and 2. (HS)	Film: "Woman's Game", Modern Talking Picture Service Inc.
In today's changing world, it is important to define self in terms of male or female, prepare for the role the individual wishes to assume, and expect to change and grow throughout one's life.	Discuss individual perceptions of role identity. (JH, HS, PS) OR Play Discovery Game.	Appendix I E, I F, I G Forecast.
	Write a short cohort analysis (story of family history) to help determine why we see ourselves as we do. (HS, PS) (AE Concept III)	Riker and Brisbane, Married Life. p. 33-40.
	Read materials related to breakdown of traditional roles and changes in role expectations. (HS, PS) (AE Concept III)	Sasse, Person to Person. p. 178-188.

	Riker and Riker; Me, Understanding Myself and Others. Chapter 4, p. 71-86.
View film.	Film: "Sex Role Development." (23 min./color/ 1974/HS, PS/VG).
Discuss sex role development as seen in the film.	
Trace the development of the sex role perceptions through history. (JH, HS, PS) (- use U.S. History Texts) (- Encyclopedias) (- group reports)	Library - - - History Texts Encyclopedia Autobiographies Newspaper
Example - 1900's World War I Sufferagettes 1920's Roaring 20's 1930's Depression 1940's World War II 1950's Baby Boom-Domesticated Family 1960's College Riots, Hippies, Communes, Viet Nam 1970's Women's Movement	Welch, Manners 100 Years Ago.
View film: "We are Women". Bibliography: Concept IV (AE Concept IV) OR View films: "To be a Man"	Film: "We are Women" (29 min./color/16mm/ JH, HS, PS). Film: "To be a Man" (13 min./color/1970/ JH, HS,/VG-E).
AND	
"To be a Woman"	Film: "To be a Woman" (13 min./color/1970/ JH, HS [illegible]).
Complete the sentence "I would like to be a boy/girl because _____." "I would not like to be a boy/girl because _____."	
Discuss above statements to determine privileges of each sex, and perceptions of sex role differentiation.	Teacher reference. Kaplan and Bean, Beyond

CONCEPT I. Perception of masculinity and femininity

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
		Teacher reference (cont.) Sex-Role Stereotypes Readings Toward a Psychology of Androgyny. p. 154.
Sexual role identification is influenced by parents and peer groups.	Read selected nursery rhymes or fairy tales. Compare the roles of males and females. (JH, HS)	Children's nursery rhyme books such as Mother Goose.
	Review nursery rhymes for sex biases. Identify the segments that are biased. Examples are "Peter, Peter, Pumpkin-Eater... He put her in a pumpkin shell and there he kept her very well." "Little Polly Flinders" --must be neat but "Diddle, Diddle, Dumpling, My Son John" could go to bed with stockings on and even one shoe on. "Little Miss Muffett" is frightened by a spider. Girls are "sugar and spice" but boys are "_____". Analyze implications these rhymes have for role behavior. (AE Concept III)	
One's gender identity may not predict his or her choice of recreational activities.	Look at a toy catalog and record types of toys boys play with and types of toys girls play within the advertisements. (JH, HS)	Mail-order catalogs such as Sears, J.C. Penney, Montgomery Ward.
	Listen to some popular records of today and some "golden-oldies". Discuss the types of songs men sing or women sing and the influence these songs may have on role of males and females. (HS, PS) (AE Concept III)	
	List some popular songs that are provocative and contrary to current sex roles. (HS, PS)	
	Watch a popular TV children's show or family show to observe differences in roles of males and females. (JH, HS)	

One can fulfill many roles by going beyond the role expectations of others.

Deal each student a card with a role assignment such as "Parent", "teacher", "21 year old son", "18 year old daughter", "Minister". Use these to role-play various situations depicting the influence of parents and peers upon sexual identity. (HS, PS)

Brainstorm - "What do you perceive as going beyond male and female roles to include?" (JH, HS, PS)

Discussion 66 (Divide into groups of 6 persons for 6 minutes) to answer the following questions. (JH, HS, PS)

What would you do if_____?

1. Your husband/wife bought a doll for your four year old son?
2. Your closest male friend told you he was "gay"?
3. Your parents tried to force you to go to college?
4. You applied for a job and were turned down because of sex? (AE Concept IV)
5. Your boyfriend/girlfriend was trying to pressure you into marriage?
6. You saw two girls holding hands in the hall?
7. You were called a sissy/tomboy?
8. Your wife was offered a job paying more money than you were making?
9. Your girlfriend gave you a shirt that looked extremely "feminine" and expected you to wear it?
10. Your wife/husband wants to take a "moonlighting" job of a completely different role? Exp. Executive by day/ Bartender by night - male or female.
11. You are a student walking down the hall and another student of the same sex asks you for a date?
12. You are a parent and your 18 year old son tells you he is "gay"?
13. You are a judge and two members of the same sex come to you requesting to be married?

OR

Debate the above issues.

CONCEPT I. Perception of masculinity and femininity

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Read "Redefining Roles and Relationships." (JH, HS, PS)	Forecast, January 1978 p. 34.
Young males may enjoy non-traditional roles such as cooking for family and friends or babysitting, or sewing.	Listen to people from community who have changed their roles or are in non-traditional roles. (JH, HS, PS)	Possible resource people: Woman physician, Male nurse, Male hairdresser, Female Miner, Male elementary teacher, Female executive.
Young females may enjoy non-traditional roles such as building something from wood or changing the oil in a car.	Complete Review Assignment. (JH, HS, PS)	Appendix I H.
Some individuals are unable to accept the changing roles of males and females in today's world.	Summarize class perceptions of male and female roles. (JH, HS, PS)	Appendix I B.

GLOSSARY

1. Chosen role (assumed role) - role that is deliberately selected by the individual.

2. Cohort analysis - a brief story of individual family history, including maternal and paternal heritage, marital statistics and other family characteristics.

3. Culture - ideas, customs, skills, arts of a given people in a given period.

4. Femininity - the quality or state of being feminine; womanliness; feminine trait; women in general.

5. Given role - role assigned at birth or through specific situations.

6. Learned role - role learned by individuals as they have new experiences and meet new people.

7. Masculinity - the quality or state of being masculine; manliness; male traits; men in general.

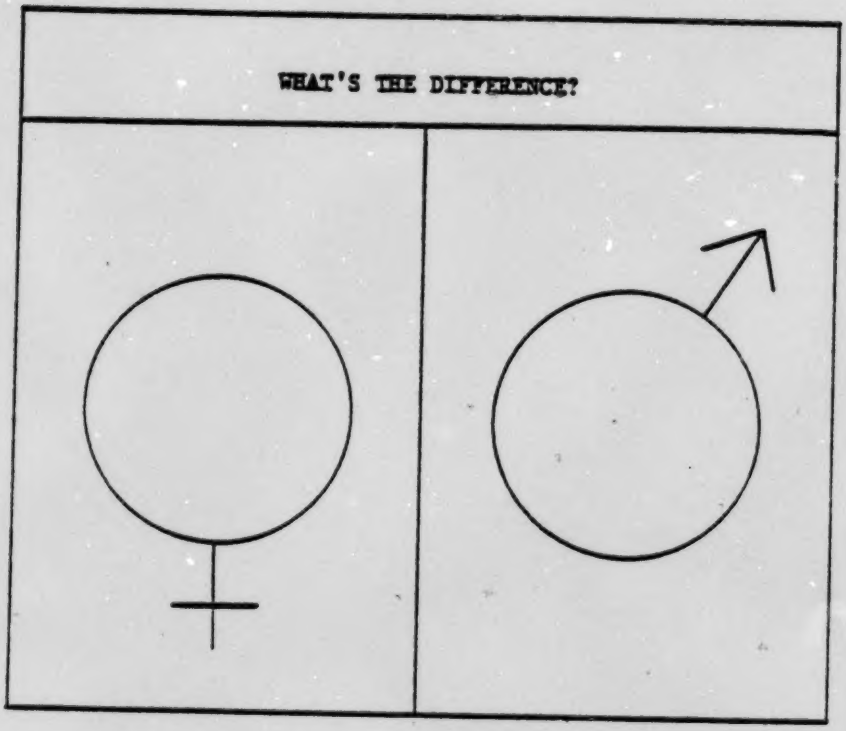
8. Perceptions - the act of perceiving; mental grasps of objects, qualities, or other abstract ideas by means of the senses; awareness.

9. Role - a position or behavior which you assume in your relationship with others.

10. Stereotype - a standardized idea of what people are or how they should behave.

APPENDIX I

Bulletin Board:



Materials:

Construction Paper - Pink, Blue, Black

Directions:

Divide bulletin board in two sections. One section is pink, the other blue. Make sex symbols and lettering from black paper. Place female symbol on pink and male on blue.

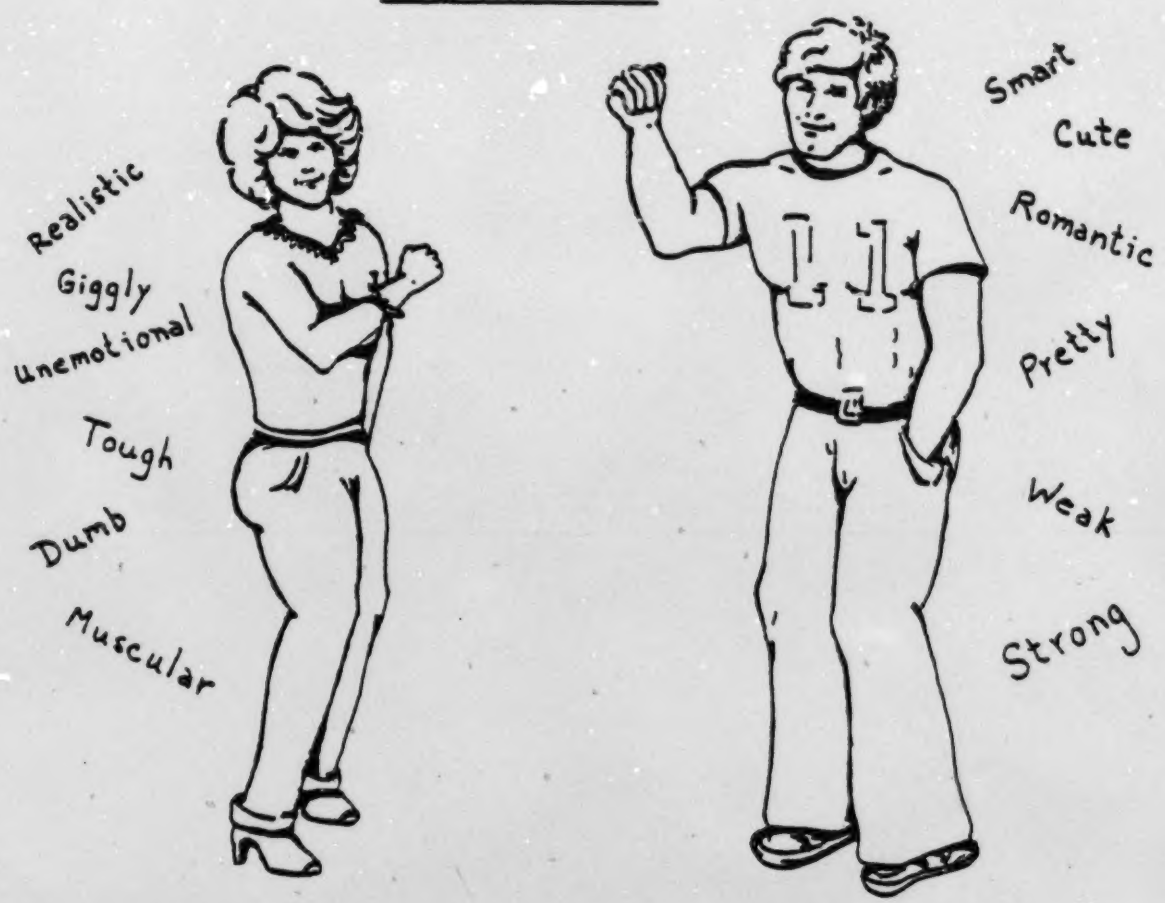
Suggestions for use:

This bulletin board suggests topics for discussion such as likeness and difference of males and females and how they affect individual roles.
(A.E. Concept III)

APPENDIX I A

Bulletin Board:

Being Male or Female



Materials:

Construction Paper - various colors

Directions:

Construct paper doll figures of male and female. Place on board as shown. Around figures, place words describing both male and female attributes in a random fashion.

Suggestions for Use:

This bulletin board suggests topics for discussion such as likeness and difference of males and females and how they affect individual roles.

APPENDIX I B

Name_____ Date_____

SELF-EVALUATION OF PERCEPTIONS.

Directions:

There are five statements describing how you feel regarding specific perceptions. Please read the twenty-two perceptions and select the statement which most nearly describes your feeling regarding that perception. Place the number of your choice in the blank provided at the left of the perceptions.

FEELING

1 = I strongly agree with the statement.

2 = I agree with the statement.

3 = I have no opinion about the statement.

4 = I disagree with the statement.

5 = I strongly disagree with the statement.

PERCEPTIONS

_____1. Women's natural work is in the home, but men should now and then help them with their tasks.

_____2. Women are better suited to working for men than men are to working for women.

_____3. A married woman should not have a career regardless of the ages of her children.

_____4. A husband should be willing to move if the wife's job demands it.

_____5. Women should try to be like men.

_____6. Most women want a male to take care of them.

_____7. Women should be free to ask a man for a date.

_____8. Men are superior to women in every way.

_____9. Man naturally have the ability to think more logically than women.

_____10. Women have to work harder to prove their abilities.

_____11. Women can best reach self-actualization by holding jobs that require feminine skills and talents.

_____12. Husbands and wives should jointly make decisions on all important matters.

_____13. A woman should never earn more money than her husband.

SELF-EVALUATION OF PERCEPTIONS.

APPENDIX I B (continued)

_____14. Women are "naturally motherly" by instinct.

_____15. Fathers tend to be closer to their children in homes where the mother works outside the home.

_____16. A woman should be ashamed to be only a wife/mother.

_____17. In general, man are not able to stay home and keep house.

_____18. Most men are scared of strong, talented females.

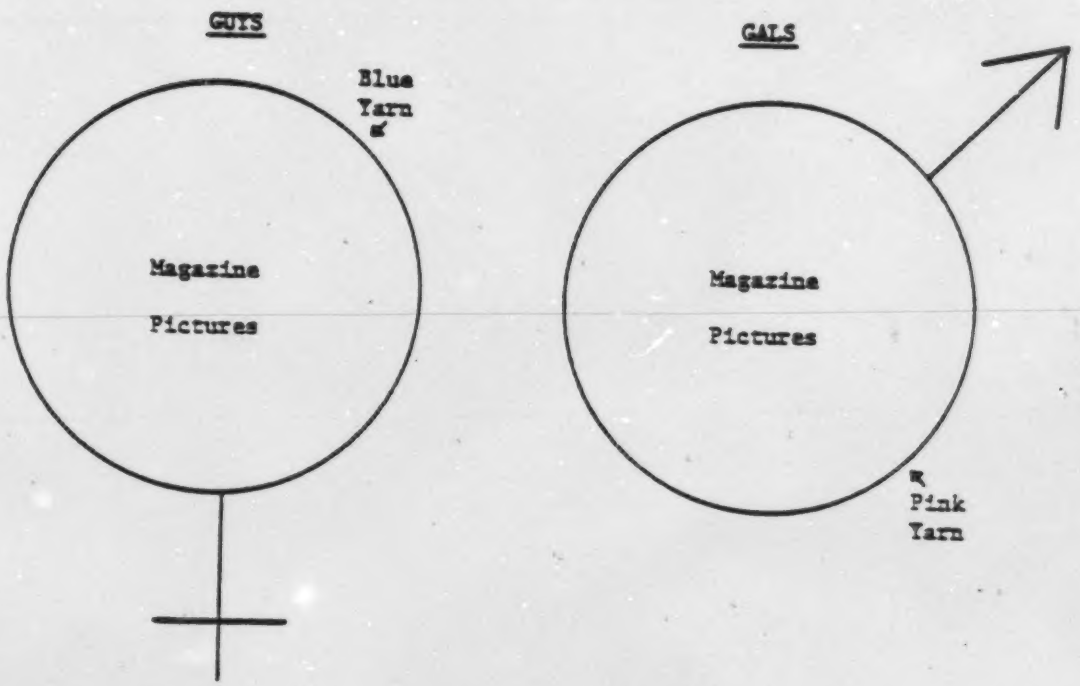
_____19. Men achieve self-actualization by being good husbands and providers.

_____20. Women are really the "stronger" of the sexes.

_____21. Men have advantages in our society, because men have had all the power and status.

_____22. A female's most satisfying job is keeping her man happy.

APPENDIX I C

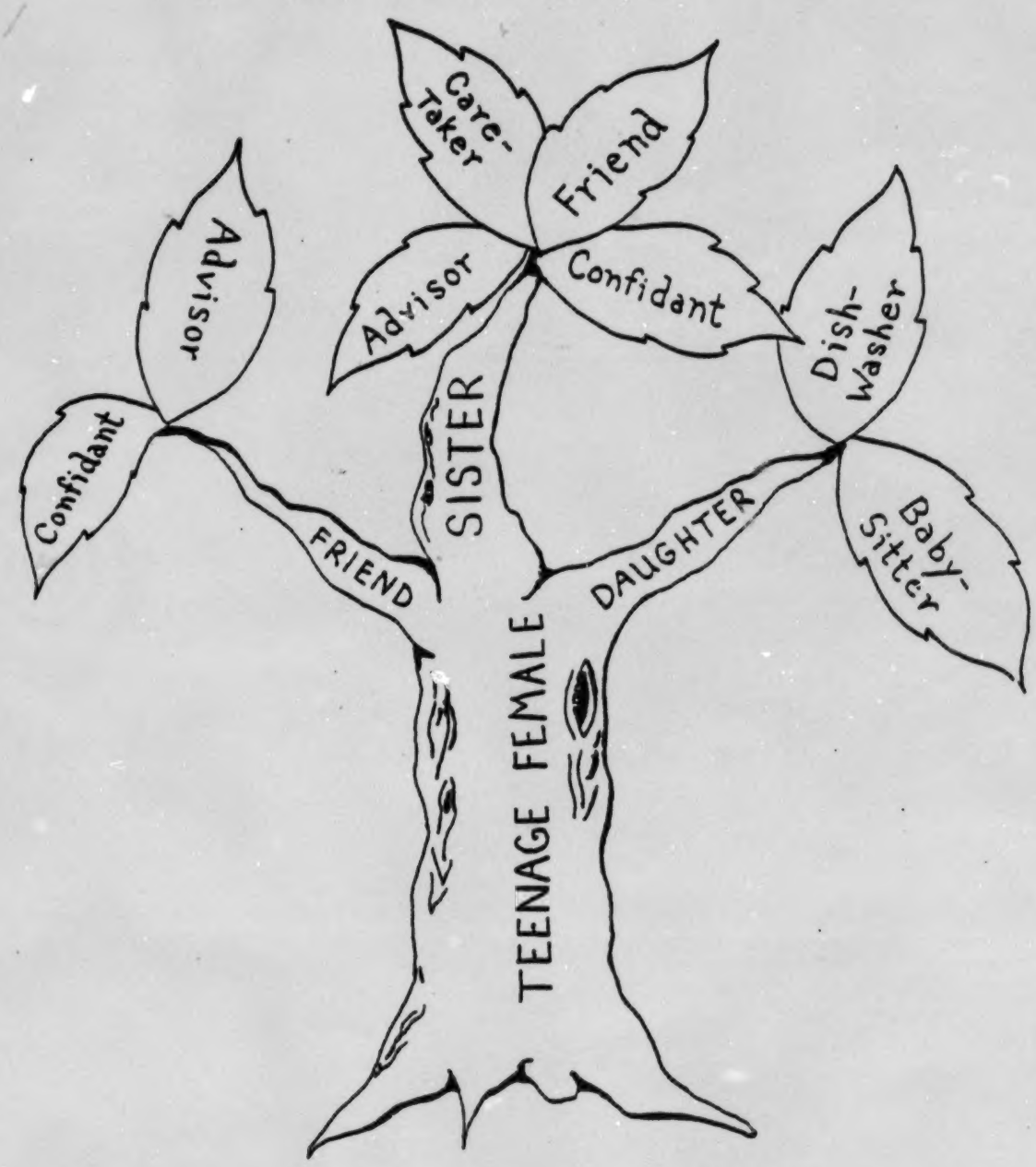


Each student views magazines and selects pictures describing their thoughts of role "ideas".

Use for discussion, interest approach.

APPENDIX I D

Have students prepare a "role-tree" representing the various roles they play. The trunk of the tree would represent their basic role: teenage male or female; the branches would be general roles (daughter, student, etc.); the leaves would be special roles of each general role (on daughter branch might include dishwasher, bed maker etc.).



APPENDIX I E

Attitude Survey

Students may use this survey to help clarify their own attitudes, those of other classmates or perhaps those of their parents. Below are some suggestions for such a survey.

For Males

Because I'm a male, I would not:

____cook for a girl

____knit

____wash dishes for a girl

____ask a girl to pay her way on a date

____let a girl pick up the tab on a date

____wear a dress in a play

____use hairspray

____wear a wig

____cry

____cry in the prasence of a girl

____curse in the presence of a girl

____talk about sex in the presence of a girl

____hit a girl

____kiss my father

____carry a girl's purse for her

____wear beads or jewelry

____let a girl carry a heavy package

Other:_____

_____

I would be upset if my girlfriend:

____didn't care much about her appearance

____spent a lot of time on her appearance

____didn't wear any makeup

____wore curlers in front of me

____couldn't cook

____was better at building things than I

____was physically stronger than I

____was taller than I

____got better grades than I

____had more education than I

____had a lot more money than I

____paid her way on dates

____sometimes paid for me on dates

____smoked a pipe or cigar

____cursed in front of me

____phoned me more than I phoned her

____made most of our decisions

____depended on me to make most decisions

____wore a see-through blouse

APPENDIX I E (continued)

For Females

Because I'm female, I would not:

____smoke a pipe or cigar

____wear curlers in the presence of a boy

____let a boy wash dishes for me

____pay my own way on a date

____pick up the tab on a date

____dress like a man in a play

____wear a necktie

____pick up something a boy has dropped

____beat a boy at some sport

____try to join a boy's club or team

____curse in the presence of a boy

____talk about sex in the presence of a boy

____hit a boy

____kiss a boy before he kisses me

____phone a boy just to talk

____ask a boy out on a date

____go to a dance without a date

Other things I would not do:_____

_____

I would be upset if my boyfriend:

____didn't care much about his appearance

____spent a lot of time on his appearance

____wore cologne or dyed his hair

____cried in my presence

____liked to sew or knit

____could cook better than I

____wasn't good at sports

____was physically weaker than I

____was shorter than I

____got better grades than I

____had more education than I

____had a lot more money than I

____asked me to pay my way on dates

____didn't open doors for me

____cursed in my presence

____made most of our decisions

____depended on me to make most decisions

____didn't help me carry packages

Other:_____

APPENDIX I F

Name_____ Date_____

Role Relationships

1. Which of the following roles do you perceive as most important in your life?

   _____family member

   _____student

   _____employee

2. Which roles have been most influential in your life?

   _____given roles

   _____learned roles

   _____chosen roles

3. Your most important role relationship is with your

   _____parents or parent.

   _____best friend.

   _____dating partner.

4. Which of the following roles is harder to fulfill?

   _____family member

   _____student

   _____friend

5. Which of the following roles do you see as <u>most</u> important for your life?

   _____family member

   _____friend

   _____dating partner

6. Your family puts the most stress on your role as a

   _____student.

   _____family member.

   _____dating partner.

7. You are best known for your role

_____as a friend.

_____as a student.

_____in extracurricular activities.

8. In which of the following terms do you most frequently tend to stereotype others?

_____Age

_____Sex

_____Occupation

_____What did you learn about yourself and roles you play?

_____What can you determine about your role perception from this activity?

APPENDIX I G

Poster or bulletin board:

"I don't know, Brenda. I've never let Mike work. I've always felt a man's place is in the home."

APPENDIX I H

Written assignment:

Answer the following questions or statements.

1. Define the term "sex role".

2. Explain the saying, "People are born male and female but must learn to be man and woman."

3. Why is a person's sex role probably the most important role to play?

4. Briefly describe traditional roles of males and females.

5. Give examples of why sex stereotyping has not always worked.

6. What are some social changes affecting the roles of males and females?

7. What is the percentage of women between the ages of 18 and 64 now working outside the home? Is this increasing or decreasing?

8. Is it necessary for both males and females to plan their future in terms of family and career? Why or why not?

9. Discuss changes in male/female roles that have occurred in the family.

RESOURCES

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To Be A Man, Kentucky Department of Human Resources, Bureau for Health Services, 275 East Main, Frankfort, Kentucky 40601.

To Be A Woman, Kentucky Department of Human Resources, Bureau for Health Services, 275 East Main, Frankfort, Kentucky 40601.

We Are Women, Motivational Media, 8271 Melrose Ave., Suite 204, Los Angeles, California 90046.

Woman's Game, Modern Talking Picture Service Inc., 2323 New Hyde Park, New Hyde Park, NY 11040 (FREE).

FILMSTRIPS

"Masculine-Feminine", Forecast/Co-Ed Films, Scholastic Magazines, 50 West 44th Street, New York, New York 10036.

GAMES

"Pros and Cons", Creative Learning Systems, 936 C. Street, San Diego, California 92101.

Teacher References -

"The Role of the Male Homemaker"
Illinois Teacher November/December 1977

"Changing Societal Roles and Teaching"
Ruth McNabb Dow, 1976
Home Economics Education Association
1201 Sixteenth Street N. W.
Washington, D. C. 20036

Co-Ed, Forecast
Scholastic Magazine
50 West 44th Street
New York, NY 10036

MAJOR CONCEPT: II. PHYSICAL/BIOLOGICAL DETERMINANTS OF MALE AND FEMALE CHARACTERISTICS

SUPPORTING CONCEPTS:

A. Biological influences on males and females
B. Sexual behavior of males and females

BEHAVIORAL OBJECTIVE: Analyze the physical/biological determinants of male and female characteristics and their relation to sex role identity.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- discuss factors determining the sex of the child.
- study sexual development in the pre-natal stage.
- explain gender assignments.
- interpret cultural conditioning of the behavior of males and females.
- define puberty.
- identify changes in sexual development during puberty.
- relate physical sexual development to sexual behavior and distinguish between "accepted" and atypical sexual behavior.
- list types of atypical behavior.
- analyze the responsibility for contraception as related to sex role.

GENERALIZATIONS: Physical/biological determinants of sexual identity influence the roles one assumes throughout life.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The sex-determining chromosome is contributed by the father. The mother contributes an "x" chromosome only. The father contributes either an "x" or a "y" chromosome.	Look at bulletin board. Consider the chromosomes which determine male and female characteristics. (JH, HS, PS) View filmstrip - "The Beginning of Life" OR "Understanding Reproduction" OR "More Than Love" (JH, HS, PS)	Appendix II B. Flip chart or transparency explaining xx and xy chromosome theory. "The Beginning of Life", Department of Human Resources "Understanding Reproduction", Guidance Associates "More than Love", March of Dimes

The combining of x and x results in a female zygote, while x and y results in a male zygote.	Discuss reproduction and heredity as presented by school nurse or physician and the filmstrip. (HS, PS)	School nurse or physician. DNA Model.
Abnormalities may be caused by the presence of an extra x or y chromosome.	Study cases of abnormalities caused by the presence of an extra chromosome at fertilization. (HS, PS)	Newspaper article "Are you a Man or a Woman? Only Mother Nature Knows for Sure." Lexington Herald-Leader, June 29, 1978.
Critical stages in embryonic development may further influence sex determination.	Read pamphlet: "Guide to Human Chromosome Defects." (HS, PS)	"Guide to Human Chromosome Defects." Department of Human Resources.
Internal and external sex organs begin developing during the second month of pre-natal life.	Interest Approach: Bulletin Board.	Appendix II C.
	Identify the stages of pre-natal development. (JH, HS, PS)	March of Dimes Kit on Conception and Birth.
Internal sex organs are evident during the second month.	Contrast the pre-natal development of the male and female. (JH, HS, PS)	Thomas and Moreda, Perspective on Sex and Sexuality.
The male and female external organs develop during the third month of pre-natal development.	View pictures of the actual size of the fetus at this time. (JH, HS, PS)	Demarest and Sciarra, Conception, Birth, and Contraception.
	View filmstrip: "Pregnancy". (HS)	Filmstrip: "Pregnancy". Guidance Associates.
	View filmstrip: "Prenatal Development". (HS, PS)	"Prenatal Development", Department of Human Resources.
Each individual is given a gender assignment at birth based on external genitalia.	Complete the following statements: I know he is male because_____. I know she is female because_____. (JH, HS, PS)	
	View film: "Birthday", (JH, HS, PS)	"Birthday", Department of Human Resources.

CONCEPT II. Physical/biological determinants of male and female characteristics

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Point out the two major differences between males and females. (JH, HS, PS) (Male can impregnate and female can gestate and lactate).	Klemer and Smith, Teaching About Family Relationships.
	Answer the questions: 1. If a man cannot or chooses not to impregnate, is he classified as the other sex? 2. If a female cannot gestate, is she of the other sex?	
	Discuss biological evidences of differentiation between sexes that could be changed or ignored in order to bring child up as the opposite sex. (HS, PS)	Appendix II D.
Children are culturally conditioned into their sex roles by their parents, their peers, and their experiences in life.	List the roles portrayed by each student. (JH, HS, PS)	Sasse, Person to Person.
	Discuss the fact that some roles are assigned at birth. Ex. Male-son, Female-daughter, Sister or brother, Consumer, Student, (JH, HS, PS)	
The majority of sex typed behaviors are learned.	Role play the following telephone situations. 1. The telephone rings and someone says, "The baby is born!" What would be your next question?	Klemer and Smith, Teaching About Family Relationships.
	2. The telephone rings and someone says, "It's a girl!" Give her a name Give her a gift Dress her for her first social setting Teach her to fight (JH, HS, PS)	Westlake, Relationships.

	Use bulletin board as summary or as basis for discussion.	Appendix II E.
Puberty is the beginning of release of hormones by the sex glands that influence male-female sex development.	Define puberty. (JH, HS, PS) (Comes from the Latin verb meaning "to become hairy.")	Riker and Brisbane, Married Life.
	Consider the range in age at which puberty occurs.	Pamphlets: "Accent on You", "It's Time you Knew," and "From Fact to Fiction". Tampax Inc.
	View film: "The Story of Menstruation". (JH, HS)	Film: "The Story of Menstruation". Associate Films.
The physical changes in the body at puberty have an effect on the total personality emotionally, intellectually, and socially.	View filmstrip: "Especially for Boys" and "Especially for Girls." (JH, HS)	Filmstrips: "Especially for Boys"; "Especially for Girls". Henk Newenhouse.
	Read and discuss pamphlets "Your Years of Self-Discovery" and "A Boy Today, A Man Tomorrow." (JH, HS)	Department of Human Resources.
There are important differences in the biological, emotional and social development of adolescent boys and girls.	List changes for boys. (JH, HS, PS)	Appendix II F.
	List changes for girls. (JH, HS, PS)	Thomas and Moreda, Perspective on Sex and Sexuality. page 82-83.
	Discuss the secondary sex characteristics. (HS, PS)	
	Develop a question on puberty or personal problems during puberty. Place in "Question Box" for class discussion.	Question Box.
The physical changes during puberty influence the development of sexual behavior.	Relate physical changes of puberty to sexual and emotional behavior. (JH, HS, PS)	Riker and Brisbane, Married Life.
	Compare the sexual desires of boys with the sexual desires of girls. (JH, HS, PS)	Westlake, Relationships.
	View films: "Boy to Man," "Girl to Woman" OR "Human Growth."	Films: "Boy to Man", "Girl to Woman", "Human Growth". Department of Human Resources.

CONCEPT II. Physical/biological determinants of male and female characteristics

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Discuss the effects if sexual changes do not occur at puberty due to abnormalities in the chromosomes or hormones. (HS, PS)	
	Explore the thought that "the male changes as the female changes." (HS, PS)	Thomas and Moreda, Perspective on Sex and Sexuality.
Sexual behavior identification is influenced by parents and peer groups.	Identify types of sexual behavior different from that accepted by society. (HS, PS)	
	Study handout explaining the terms used to describe sexual behavior that differs from that which is considered typical.	Glossary.
Sexual behavior of all types is largely learned.	Discuss some theories regarding homosexuality. (HS, PS)	Appendix II G.
Sexual behavior considered to be atypical in our culture may be considered typical behavior in other cultures or during other periods in history.	View film: "What About McBride?" (HS, PS)	Film: "What About McBride?" Department of Human Resources
Contraception has traditionally been the responsibility of the female.	Discuss: Who bears the burden of birth control? What are the consequences of unwanted pregnancy? (JH, HS, PS)	
The earliest forms of contraception were female oriented.	Identify the methods of contraception that are female oriented. a. pill b. intrauterine device c. rhythm d. vaginal suppositories e. diaphragm & spermicide f. foams & jellies g. douching h. coitus interruptus (JH, HS, PS)	Demarest and Sciarra, Conception, Birth, and Contraception.

	Identify those methods of contraception that are male oriented. a. condom b. rhythm c. coitus interruptus (JH, HS, PS)	
Couples are not only using contraception to determine the number of children, but also spacing and timing of pregancies.	Discussion 66 - (Divide class into groups of 6 for six minutes to discuss and report to group) "Why have children?" "Who decides when to have children?" "Both males and females should be informed on contraceptives." (JH, HS, PS)	
Contraception is defined as any device or method which prevents the sperm from fertilizing the ovum.	Define contraception. (JH, HS, PS)	"Contraception: Comparing the Options" HEW pub. No. (FDA 78-3069).
Ready availability of contraceptives has created widespread usage for single and married sexually active couples.	List non-prescription contraceptives. Condom or prophylactic, creams, jellies, foams, and suppositories.	
	List prescription contraceptives. pill, diaphragm, intrauterine device. (JH, HS, PS)	
The decision on method of contraception should be acceptable to both the male and female.	Listen to resource person: Planned Parenthood. (HS, PS)	Resource Person Planned Parenthood.
No method of contraception is 100% effective. Correct use of the method is essential for maximum effectiveness.	Classify the methods of contraception according to - chemical - mechanical - surgical. (HS, PS)	Appendix II H.
The male surgical procedure for sterilization is the vasectomy. The female surgical procedure is tubal ligation (cutting or tying the tubes) and hysterectomy (removal of uterus).	Read articles on the vasectomy and/or tubal ligation. (HS, PS) Compare advantages and disadvantages of these methods of sterilization.	Wilson, Strong, Clarke, Johns, Human Sexuality. Pg. 157-172.

CONCEPT II. Physical/biological determinants of male and female characteristics.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Possible dangers in continued use of existing contraceptive devices designed for female use lends impetus to research methods of contraception designed for males. Responsible sexual behavior for procreation or recreation is the duty of both males and females.	"Contraception in the Future" (JH, HS, PS)	Appendix II J.

GLOSSARY

1. Bisexual - having a sexual interest in either sex.

2. Chosen role - (assumed role) role that is deliberately selected by the individual.

3. Coitus - sexual intercourse between male and female; copulation.

4. Conception - the beginning of a new life, when an ovum (egg) is penetrated by a sperm, resulting in the development of an embryo; impregnation.

5. Embryo - the unborn young in its early stage of development - in humans from one week following conception to the end of the second month.

6. Fetus - in humans, the unborn young from the third month after conception until birth.

7. Frigidity - a common term for a form of female sexual dysfunctioning, implying coldness, indifference, or insensitivity on the part of a woman to sexual intercourse or sexual stimulation; inability to experience sexual pleasure or gratification.

8. Gene - the basic carrier of hereditary traits, contained in the chromosomes.

9. Genital Organs - (or genitals or genitalia) - the sex or reproductive organs.

10. Given role - role assigned at birth or through specific situations.

11. Gonads - sex glands; testicle (male)or ovary (female).

12. Hermaphrodite - persons with external or internal genitalia of both male and female; not clearly developed as one sex or the other.

13. Heterosexuality - Sexual attraction to, or sexual activity, with members of the opposite sex.

14. Homosexuality - sexual attraction to, or sexual activity, with members of one's own sex.

15. Hormone - a chemical substance produced by an endocrine gland that has a specific effect on the activities of other organs in the body.

16. Hymen - the membranous fold that partially covers the vaginal opening in the female.

17. Impotence - disturbance of sexual function in the male that precludes satisfactory coitus; inability to achieve or maintain an erection sufficient for purposes of sexual intercourse.

18. Learned role - role learned by individuals as they have new experiences and meet new people.

19. Lesbian - a female homosexual.

20. Ovulation - the release of a mature, unimpregnated ovum from one of the graafian follicles of an ovary.

21. Ovum - an egg; the female reproductive cell.

22. Pituitary Gland - known as the "Master Gland: and located in the head; responsible for the proper functioning of all the other glands, especially the sex glands, the thyroid, and the adrenals.

23. Primary Sex Characteristics - physical characteristics of external sex organs: i. e. penis (male); vagina (female).

24. Pseudohermaphrodite - persons with the chromosome composition and internal genitalia of one sex, but external genitals resembling the opposite sex.

25. Puberty - (From the Latin word meaning to produce hair). - the stage of life during which a child becomes a young man or young woman: i.e. the reproductive organs become functionally operative and secondary sex characteristics develop.

26. Secondary Sex Characteristics - the physical characteristics other than reproductive organs that distinguish male from female.

27. Semen - the secretion of the male reproductive organs that is ejaculated from the penis at orgasm and contains, in the fertile man, sperm cells.

28. Sperm - the mature male reproductive cell (or cells), capable of fertilizing the female egg and causing impregnation.

29. Uterus - the hollow, pear-shaped organ in females within which the fetus develops; the womb.

30. Womb - the uterus in the female.

31. Child Molesters - persons, usually males, who receive sexual gratification by touching or sexually playing with minor children or having the children touch them.

32. Peeping Toms - persons, usually males, who receive sexual gratification by observing activity without being seen.

33. Exhibitionism - persons, usually males, who receive pleasure from displaying the sexual organ to persons unwilling to view it.

34. Sadist - person who receives pleasure from inflicting pain on others.

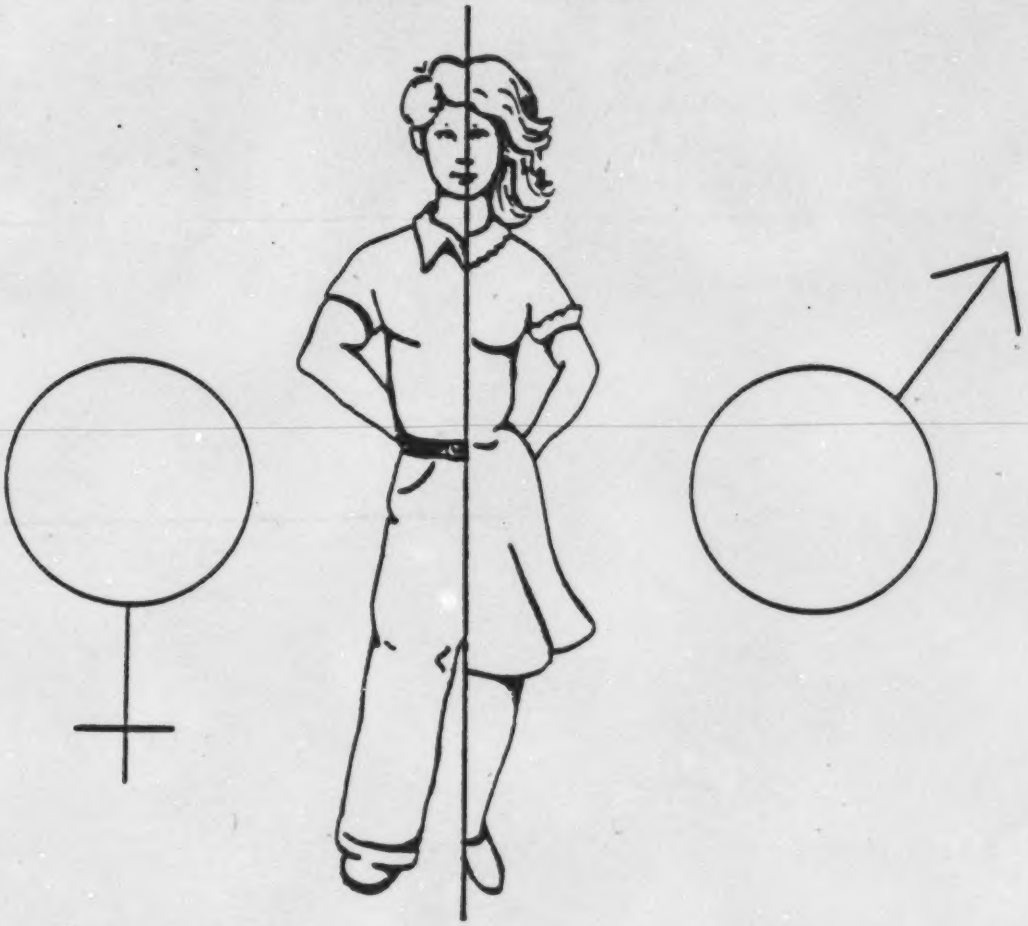
35. Masochists - person who receives pleasure from suffering pain.

36. Transvestism - sexual gratification is derived by wearing clothing of the opposite sex.

APPENDIX II B

Bulletin Board or Poster:

ARE YOU A FEMALE OR A MALE?



ONLY MOTHER NATURE KNOWS FOR SURE!

Materials - Construction paper of various colors.

Directions - Construct figures of male and female. Divide in half and place side by side on board.

Suggestions for use: May be used for introduction into unit on genetic characteristics of males and females.

APPENDIX II C

Bulletin Board or Poster:

Directions: Draw a picture of an unborn baby in the womb with baseball cap and glove for boy and pink ribbon and doll for girl.

Suggestions for Use: This bulletin board may be used as an interest approach for prenatal development of males and females.

APPENDIX II D

Biological Evidences of Differentiation

1. Chromosomal make-up (combination x's and y's).
2. Male and female hormonal predominance.
3. Evidence of ovaries or testicles.
4. Internal reproductive organs.
5. External genitals.

APPENDIX II E

Bulletin Board:

CONGRATULATIONS!

IT'S A _____!

Materials: Magazines, construction paper for letters.

Directions: Using old magazines, find an advertisement which includes a picture of a nurse and new born baby. Center lettering and picture on bulletin board.

Suggestions for use: This bulletin board suggests ideas for discussion of topics related to physical and biological attributes of children.

APPENDIX II F

Puberty Changes in Boys and Girls

Girls

Female sex hormones are secreted.
Changes in breasts -
- increase in size
- nipples become larger

Rounded body contour
Broader pelvic area
Vaginal lining thickens
Fatty pads on hips
Hair growth on pubic area and underarms
Menstruation
Reaches full reproductive maturity at about 18 years old.

Boys

Rapid growth of testicles.
Penis and scrotum begin to increase in size.
Growth of pubic hair first
Underarm and facial hair
Voice changes
Reaches full reproductive maturity at about 20 years old.

Different stimuli apparently evoke sexual responsiveness in girls and boys. In general, girls are slower in sexual responsiveness than are boys. Boys are more quickly aroused than girls.

Both Sexes: Seek out close peer friendships
Become interested in the opposite sex
Bodies are changing
Feelings are changing

APPENDIX II G

Possible Factors Influencing Homosexual Behavior

(outgrowth of environmental pressures and other conditioning factors)

1. Result of an accidental homosexual incident in childhood that gave pleasure.

2. Result of having been segregated with others of the same sex for long periods of time.

3. Parental influence:

   a. Boy hating females because his mother had an unhappy marriage and used him as an object of her affections.
   b. Father resented son thus son rejects masculine role.
   c. Weak father - son rejects masculine role.
   d. Father too harsh - frightens son of role.
   e. Girl may seek "mother love".

4. Prenatal "priming"of neural circuits mediating responsiveness to sexual stimuli.

APPENDIX II H

Contraceptives

Male Oriented

Rhythm_____

Condom_____

Coitus Interruptus_____

Vasectomy_____

Female Oriented

Pill_____

Intrauterine Device_____

Rhythm_____

Vaginal Suppositories_____

Douching_____

Diaphragm_____

Spermicides_____

Tubal Ligation_____

Place the correct letter by the method indicating type

C ___ Chemical

M ___ Mechanical

S ___ Surgical Procedure

APPENDIX II H Cont.

Contraceptives KEY

Male Oriented

Rhythm	M
Condom	M
Coitus Interruptus	M
Vasectomy	S

Female Oriented

Pill	C
Intrauterine Device	M
Rhythm	M
Vaginal Suppositories	C
Douching	C
Diaphragm	M
Spermicides	C
Tubal Ligation	S

APPENDIX II J

Contraception in the Future

Experimental pills - oral contraceptives being tested include a "once a month pill" and a "rhythm pill", also research is being done on a "male pill".

Vaccination - Some researchers have had success in "vaccinating" women against sperm. This creates an immunity to pregnancy.

The "Morning-After" Pill - The amount of estrogen in one pill is larger than the amount found in a forty year supply of the typical contraceptive pill used today. This pill is recommended for one time only because of its strength.

Sterilization - The ultimate form of birth control, it is closest to being 100% effective. This form of birth control is the fastest growing technique used by married couples in America. Princeton's Population Research Center, 1973 - a quarter of all married couples using contraception had chosen sterilization of the husband or wife. Sterilization is second only to the pill as the most popular form of contraception.

New York Times, May 6, 1976 - "Among married couples in which the woman is over thirty, vasectomy is the leading form of contraception."

Teacher Note: Research is being completed at such a rate that current materials available from magazines, news articles, and journals must be used to keep up-to-date.

RESOURCES

BOOKS

Demarest, Robert J., and Sciarra, John J., Conception, Birth and Contraception, The Blakiston Division, McGraw-Hill Book Co., New York 1969.

Harris, Thomas, I'm OK - You're OK, New York, Harper & Row 1967.

Hayes, M.V., A Boy Today, A Man Tomorrow, St. Louis, MO., 4494 Lindell Blvd. Optimist International 1961.

Kaplan, Alexandra G., Bean, Joan P., Beyond Sex-Role Stereotypes - Readings Toward a Psychology of Androgyny, Little, Brown and Company, Boston, Mass. 1976.

Klemer, Richard H., and Smith, Rebecca M., Teaching About Family Relationships, University of N.C., Burgess Publishing Co. Minneapolis, Minnesota 1975.

McCary, James Leslie, Freedom and Growth in Marriage, John Wiley & Sons Inc. 1975.

McCary, James Leslie, Human Sexuality, D. Van Nostrand Co., New York, 1973, 1979.

Rikar, Audrey Palm, and Brisbane, Holly E., Married Life, Charles A. Bennett Co. Inc., Peoria, Ill. 1978.

Sasse, Connie R., Person to Person, Charles A. Bennett Co. Inc., Peoria, Ill. 1978.

Schulz, Esther D. Ph.D., and Williams, Sally R., Family Life and Sex Education, Harcourt, Brace, & World Inc., New York, 1969.

Thomas, Lydia A. and Moreda, Natalie C., Perspective on Sex and Sexuality, Reader's Digest Services, Inc., Pleasantville, New York.

Udvari, Stephen S., Your Family, Steck-Vaughn Co., Austin, Texas 1974.

Westlake, Helen Gum, Relationships, Ginn and Company, Lexington, Mass., 02173, 1972.

Wilson, Sam; Strong, Bryan; Clarke, Leah Miller; Johns, Thomas;, Human Sexuality, West Publishing Co., San Francisco, California 1977.

BOOKLETS & PAMPHLETS

Department of Human Resources:

"On Babies - Before Conception Thru Early Child Care"
"Guide to Human Chromosome Defects"
"Boy Today - Man Tomorrow"
"Homosexuality"
"The Miracle of You"
"Very Personally Yours"
"Your Years of Self-Discovery"

Tampax, Inc.
5 Dakota Drive
Lake Success, NY 11040

Resources - (continued)

BOOKLETS & PAMPHLETS (cont.)

"Accent on You"
"It's Time you Knew"
"From Fact to Fiction"

The National Foundation of March of Dimes
"Be Good to Your Baby Before It is Born"
"Genetic Counseling"

U.S. Department of Health, Education and Welfare, 5600 Fishers Lane, Rockville, Maryland 20857 "Contraception: Comparing the Options" (FDA) 78-3069.

FILMS

Department of Human Resources
Bureau for Health Services
BHS Library Room G-1
275 East Main
Frankfort, KY 40601
"The Beginning of Life"
"Boy to Man"
"Changes"
"Girl to Woman"
"Human Growth"
"Human Reproduction"
"Birthday"
"Prenatal Development"
"Anything You Want to Be"
"Hey, What About Us"
"What About McBride"

Associate Films
600 Grand Ave.
Ridgefield, NJ 07657
"The Story of Menstruation"

The National Foundation of the March of Dimes
512 W. Ormsby, Suite 111
Louisville, KY 40203
"Diagnosis Before Birth"
"More Than Love"

FILMSTRIPS

Hank Newenhouse
1825 Willow Road
Northfield, Illinois 60093
"Especially for Boys"
"Especially for Girls"

Life
"The Beginning of Life"

Audio-Visual School Service
P.O. BOX 873
New York, NY 10023
"The Beginning of Life"

Guidance Associates of Pleasantville, New York
"Understanding Human Reproduction"
"Pregnancy"

MAJOR CONCEPT: III. SOCIAL/PSYCHOLOGICAL FACTORS INFLUENCING ROLES OF MALES AND FEMALES

SUPPORTING CONCEPTS:

A. Factors influencing roles of males and females
B. Social/psychological characteristics of family membership and their influence on role identity

BEHAVIORAL OBJECTIVE: Analyze the influence of selected social/psychological factors on changing roles of males and females
Form judgements related to the influence of selected social/psychological factors on changing roles of males and females

SPECIFIC PERFORMANCE OUTCOMES:

The student will - analyze selected family characteristics which influence sex roles.
- interpret the influences of societal values on sex roles.
- recognize that peers influence roles of males and females.
- explain the relationship between religion and the roles of males and females.
- discuss relationship of mass media and sexual identity.
- interpret relationship of recreation to roles of masculinity and femininity.
- explain ability of family members to bring about change in the roles of males and females.

GENERALIZATION: The total socialization of the person influences his or her sexual role identity.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Perception of family roles influences development of self concept in relation to feminine and masculine.	Interest Approach: Have bulletin board illustrating roles in the family. Review the meaning of roles. Compare contemporary roles of family members to traditional roles. (JH, HS, PS) List your ideas of your personal role within the family. (JH, HS, PS) (AE Concept I)	Appendix III A, B. Landis and Landis, Personal Adjustment, Marriage and Family Living. Chapter 1.

	Distinguish between masculine and feminine roles in assuming family routines. (HS, PS) (AE Concept I) Ex. clothing family members wear toys played with how taught to act	Sasse, Person to Person. Chapter 8, 10.
	View filmstrip on realistic concepts of marriage. Discuss topics which must be considered within masculine and feminine roles in assuming family routines. (HS, PS)	Filmstrip: Marriage: What Is It All About? Parent's Magazine Films, Inc. 52 Vanderbilt Ave., New York, NY 10017
How one perceives and fills certain roles depends on what has been learned in the family.	View cartoons depicting sex role differences in family situations. (JH, HS)	
	Collect clippings from magazines and newspapers, or watch TV, or movie, depicting changes in family function, (HS, PS)	
	Case Study: View TV show and indicate whether family roles are traditional or contemporary. Which of the family member's roles have changed the most in relation to traditional roles? (HS)	
	Play game: The Roles You Play OR "Awareness-Insight into People" (JH, HS, PS)	Sasse, Person to Person. pg. 167. J.C. Penney Company, Inc. Educational and Consumer Relations.
The size of the family influences the perception one has of masculine and/or feminine roles.	React to the statement "Large families are happier than small families." (HS, PS)	Teachers Reference: Nye, The Family Its Structure and Interaction.
	Role play situations demonstrating ways size of family influence family interaction. (HS)	Bulletin Board Appendix III C
The structure and function of a family influence the roles assumed by family members.	Identify stages in a family life cycle. (JH, HS, PS)	Landis and Landis, Personal Adjustment, Marriage and Family Living. Chapter 7 pg. 353. Nye, The Family Its Structure and Interaction. Chapter 2 and 24.

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
A person plays many roles simultaneously in life and these roles are constantly changing.	Determine what stage your own family is in now. Discuss adjustments, satisfactions in relationship to feminine and masculine roles. (JH, HS, PS)	Agger, The Family, Visual Masters. Appendix III F.
	List 10 people you know. Include persons of various ages. Express what stage of family life you think each is currently experiencing. (JH, HS, PS)	"Life Cycle Periods, Stages and Pathways", Journal of Home Economics, Spring 1979, p. 22-23.
Position in the family influences one's perception of masculinity and femininity.	Case Study: React to case studies illustrating the influence of position in family group and sex on behavior and role. (HS, PS)	
Family crises and/or health problems of family members can affect the role of the family members.	Resource person: Have person who has experienced health problems or crisis in his or her family, discuss how this affects the feminine and masculine roles of the family members. (HS, PS)	Sasse, Person to Person. pg. 230-235. Teachers Reference: Anderson, Health Principles and Practices.
Family authority patterns are interrelated with perception of femininity and masculinity.	Recognize various family authority patterns by being able to define: (HS, PS) 1. patriarchal 2. matriarchal 3. autonomous (Democratic)	Teachers' References: Williamson, Marriage and Family Relations. pg. 142,143. Gross, Crandall; Knoll, Management For Modern Families. Chapter 6.
	Role play family situations using various family authorities to show the relationship between the decision making process and family member roles. (JH, HS)	Nye, The Family Its Structure and Interaction. Chapter 12.
	Listen to cassette on values of a family. (HS, PS)	"Forum's Forum on Values" J.C. Penney.
	Bulletin Board - "Who makes a Family?"	Appendix III D, Bulletin Board.

With the wide variety of family structures, a person may need to re-evaluate his or her concepts of the traditional male and female roles.	List the various family structures. (HS, PS) Define each. Example: Single - one member Single parent Childless marriage Nuclear family Extended family Open marriage Group marriage Living together Communes Divorce and remarriage (AE Concept III - Society)	Sasse, Person to Person. pg. 263. McDermott, Norris, and Nicolas, Homemaking For Teenagers Book II. pg. 40-50. Westlake, Relationships: Study in Human Behavior. Chapter 27. Teacher's Reference: Nye, The Family Its Structure and Interaction. Chapter 9.
	Find an article or interview about alternate life styles. (JH, HS, PS)	
	Tape an interview with a person from any or all of the family structures. (HS, PS)	Sasse, Person to Person. pg. 260.
	Game: Compare alternate Family Structures. Evaluate Opposing Viewpoint column.	Future Planning Games, "Determining Family and Sexual Roles", Benda and McCrun.
Acceptance of single persons is based on an understanding of their reasons for not marrying.	List possible reasons why one should not marry. Discuss society's view of a single person including the advantages and disadvantages of remaining single. (HS, PS)	McDermott, Norris, and Nicolas, Homemaking For Teenagers Book II. pg. 50.
	Checklist: "Partners" (HS, PS)	Udvari, Your Family. pg. 24,25.
	Brainstorm ways the family is changing. Example: Size, place in life cycle, death, divorce, parental illness, child illness, grandparents living with family. (JH, HS, PS)	
As we move toward the close of the twentieth century, it is essential to recognize changes taking place in the American family.	Recognize changes taking place in the American family during the Seventies: - more families - smaller families - richer families - busier families - more working wives - more families living in townhouses and apartments as opposed to the single family dwelling.	Illinois Teacher, Vol. XVIII No. 1, Sept/Oct. 1974.

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	- more single households as women choose professional careers and delay or discard marriage - more families in the "empty nest" category -our population will continue to be mobile and metropolitan areas will account for an increasing percentage of our population. (JH, HS, PS)	Landis and Landis, Personal Adjustment, Marriage and Family Living. Chapter 16. Davis and Peeler, Lessons in Living. Pg. 279-284.
The family in the existing society needs the ability to understand and adapt to change.	Buzz Group: Discuss constructive ways to adapt to change. "What happens to families who remain static and unable to cope with stresses of change?" (HS, PS)	
	Write a paper on how your family has influenced your perception of the male and female roles and the effect on you. (PS) (AE Concept I)	Teachers Reference: Williamson, Marriage and Family Relations. Chapter 5. Nye, The Family Its Structure and Interaction. Chapter 10, 11.
	Discuss marriage customs and laws; (i.e. symbolism in marriage ceremony, local and state marriage laws. (HS, PS) (AE Concept IV)	Landis and Landis, Personal Adjustment, Marriage and Family Living. Chapter 15.
	Develop a marriage contract. Are there roles suitable only for males? Are there roles suitable only for females?	
	Identify some characteristics of open and group marriages. (HS, PS)	
	Differentiate in organizations of communes. (HS, PS)	
If society accepts alternate forms of marriage, individuals are more likely to accept and participate in such forms.	Read current references, (magazine articles, etc.) in which individuals have given their own experiences relative to alternate forms of marriage. (JH, HS, PS) (AE Concept III - Family Structure	

	Discuss from the information given in the articles: (HS, PS) A. What prompted their decision to take this particular form of marriage? B. Do they feel that others accept them in this relationship? C. What are their feelings toward society?	
	Locate statistics and make comparisons on the numbers of individuals participating in alternate forms of marriage throughout history. (HS, PS) Correlate these figures with societal acceptance. (HS, PS)	
Alternative forms of marriage sometimes require differing role responsibilities within marriage.	Read current references (magazine articles, etc.) to determine role responsibilities in alternate forms of marriage. Discuss reasons for assuming these roles. (HS, PS)	
	Survey class members for attitudes before and after playing game: "Determining Sex Roles."	Future Planning Game "Determining Family and Sexual Roles."
	Discuss differences in attitudes before and after playing the game. Determine reasons for changed responses. (HS, PS) (AE Concept I, Concept III, Family)	
	Invite psychologist to explain impact of community values on the changing values of females and males in choosing alternatives to marriage. (HS, PS)	
	Interpret and evaluate in written form information gathered from readings and visiting consultants relating influence of community values on the acceptance of individuals to the alternatives to marriage. (HS, PS)	
Males and females need to be aware of the roles and responsibilities involved in parenthood.	View filmstrip illustrating the importance of the relationship between parent and child. (JH, HS)	Filmstrip: Parenting: Fathers, Mothers and Others. J.C. Penney
The child forms his basic cultural background and acquires his emotional security from his family relationships and experiences within the family.	List reasons why some couples choose to remain childless. (HS, PS) (Advantages and Disadvantages of each)	Sasse, Person to Person. Chapter 12.

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Panel composed of parents in community to discuss the roles of males and females as mothers and fathers. (JH)	Fane, Behind Every Face: A Family. p. 1-8.
	Write a short cohort analysis (paper about relationship between number of interaction patterns in the family and family relationships). (HS, PS) (AE Concept I)	
A person's "set" regarding change influences the ease with which one can change.	Role play a situation where class is trying to persuade individual students to change their minds. (JH, HS, PS)	See Appendix III M.
	Explain relationship between family members "set" and willingness to change. (JH, HS, PS)	
	Work with case studies. Determine which case family is more likely to change role behavior. (JH, HS, PS)	See Appendix III N.
A positive "set" (or attitude) toward change contributes to changing roles of females and males.	Explain relationship between family members "set" and the roles of females and males. (JH, HS, PS)	
Class structure has an effect upon the family structure which in turn affects the masculine and/or feminine roles.	Buzz session: Does the U.S. have a class structure? If so, what is it? What determines who is in each social class? (JH, HS, PS)	Teachers Reference: Williamson, Marriage and Family Relations. Chapter 3.
	Teacher: Lecture on facts of each class structure and what affect it has on the family structures. (HS, PS)	Bell, Marriage and Family Interaction. Chapter 3.
	Write short essay: "How does the class structure affect the feminine or masculine roles of a person? (HS, PS)	Gross, Crandall, and Knoll, Management for Modern Families. pg. 96-101.
Community values influence a person's definition of acceptable male and female role behavior.	Define community. (JH, HS, PS)	

Discuss various ways the community influences the role of females and males. (JH, HS, PS)

Invite a citizen who has experienced changes in community values to speak to class to relate readiness of individuals to accept changes. (JH, HS, PS)

Interpret all resource information and relate specifically how community values influence an individual's definition of female and male role behavior. (JH, HS, PS) (AE Concept I)

Some needs of the family may be partially met through special community or government agencies, but the basic responsibility for meeting individual needs still rests within the family.

Cite examples of responsibilities shared by families and communities of meeting individual needs: (education, health, sagety, recreation, religion).

Pop corn session - "What factors contribute to individual role perceptions?"
Examples: school (total school experience)
church preference
local customs
location (rural, urban) geographical
ratio of elderly citizens in community
family heritage
(JH, HS, PS) (AE Concepts I and II)

Participate in buzz session to discuss how community values influence individual perception. Share results with class. (JH, HS, PS)

Repeat definition of community. (JH, HS, PS)

Discuss the decision making process and Brainstorm the reasons for individual conformity to community expectations and acceptance. (JH, HS, PS)

As individuals become active members of a community, relationships which influence role identity are developed.

Discuss benefits the community offers to individuals. (JH, HS, PS)

Invite a resource person to speak to class on an individual's responsibilities to the community. (JH, HS, PS)

Community resource person.

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	List factors to consider when planning a move to a new community. (HS, PS)	
	Assume the role of a male with certain stereotyped roles; solve a case problem with these characteristics in mind. Change the (perception) stereotype of male roles and solve same problem. Explain the relationship between role perceptions, values, etc. and role behaviors.	See Appendix III E.
	TEACHER NOTE: This is an exercise designed to reach a generalization needed throughout the curriculum. (JH, HS, PS) (AE Concept I)	
Parents need to motivate their sons and daughters to contribute to the society of which they are members.	Cite opportunities for contributing to the community. (HS, PS)	
	List reasons why class members think mother and father perceive their role as they do. Decide whether each reason is more society or community influenced.	
Larger societal values influence the individual's definitions of acceptable female and male behavior.	Bulletin Board: Sources of Values.	Appendix III F Bulletin Board.
Society at large influences human sexuality.	Prepare an interview sheet for students' use in interviewing parents and grandparents. (JH, HS) Start sentences to be finished such as: What really was important to the man was _____. It was really important that the women _____.	
	Interview parents to see if their role behavior has changed in their marriage. (JH, HS)	

A. Discuss what caused changes.
B. Identify societal changes.
(women's liberation movement)

Compare interviews of parents with that of grandparents. (HS)

Discuss - "I'm a part of all I have been". (JH, HS, PS)

Determine how individual values change as a result of societal influences.
A. List and describe the steps in the decision making process and how it relates to societal expectations.
B. How are values formed?
C. How are values changed?
(JH, HS, PS)

Sacse, Person to Person. Chapter 4.

Discuss idea from bulletin board "Sources of Values" - mother, father, male teacher, others, how their values are derived; how they differ. (JH, HS)

Appendix III F.

Define social approval. (JH, HS, PS)

Discuss influence of societal approval on definitions of acceptable male and female roles. (HS, PS)

Peterson, Successful Living. Chapter 2.

Play the game "In-basket" for further understanding of the influence of social approval. Evaluate activities while playing or at end of game.

Fleck, Toward Better Teaching of Home Economics. pg. 182.

Individuals tend to behave in a manner consistent with the way they perceive their role.

Bulletin Board: "What Roles do you play?" "What Roles Will You Play in the Future?"

Appendix III G Bulletin Board.

Teacher Note: The bulletin board could also provide a springboard for consideration of various options open to individuals in today's society. (HS, PS) (AE Concepts I and IV)

Fact: Formal curriculum includes such considerations as text books and resource materials.

Define the following terms (unless previously defined); sex bias, role behavior, curriculum, hidden curriculum, extra curriculum, formal curriculum. (JH, HS, PS) (AE Concept I)

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
School formal curriculum influences student's perception of feminine and masculine role behavior.		
Since formal curriculum can influence perception, which in turn influences behavior, formal curriculum can influence student's beliefs relative to appropriate sex role behavior.	Construct a bulletin board of phrases in children's books showing sex biases. (JH, HS, PS) (AE Concept I) Examine the relationship between books as part of curriculum and the development of role behaviors. (JH, HS, PS) (AE Concept I) Read children's books and identify specific instances of role behavior being presented. (JH) (AE Concept I)	
Reading books with examples of sex role behavior contributes to one's beliefs about appropriate behavior for females and males.	Summarize how role behavior is being taught by specific instances in children's books. (HS, PS) (AE Concept I) Compare one children's book with sex role biases to another children's book without sex role biases. (JH, HS, PS) (AE Concept I) Explain how they differ. (JH, HS, PS) Explain how each might influence changing roles of males and females. (JH, HS, PS) (AE Concept I)	May secure information about materials with sex role biases from the following: First Things First. Femail Order House. A Guide to Curriculum Materials. Femail Order House. Nonsexist Curriculum Materials for Elementary Schools. Feminist Press.
Books (as part of formal curriculum) influencing perception can promote change in the roles of females and males.	Rewrite a segment of a story from a children's book to omit sex role biases. Explain how such omissions might influence changing roles of females and males. (PS)	
Recall from earlier learning: People tend to behave in a manner they perceive to be appropriate to their role.	View filmstrip or read information related to how school's formal curriculum might influence perception of role behavior. List instances where you feel such information has been presented to you.	Film: CRM Films "Sex Roles Development" Filmstrip: "Males and Females: Changing Life Styles."

A school's hidden curriculum influences one's perception of feminine and masculine role behavior.

Interpret how formal curriculum might influence sex roles. (JH, HS, PS)

Observe classrooms, day care center, playground, rest-rooms, hall, etc. for instances of school personnel teaching sex biased hidden curriculum as:

1. Young ladies don't....
2. How would your father feel about a son who....
3. That's sissy.
4. Little girls don't climb trees.
5. Little girls don't play that kind of game.
6. I want a strong boy to help....
7. Little girls are lovable.
8. Girls clean the room.
9. Boys carry the books.

(JH, HS, PS) (AE Concept I)

Explain the relationship between hidden curriculum and the development of sex role behavior. (JH, HS, PS)

Interview school personnel: principal or director, counselor (s), classroom teachers, etc., for evidences of sex biases in the school. Report findings to class. (HS, PS)
Count number of times same bias was repeated.
Count number of different biases detected.
(HS, PS)

Use Interview Form in Appendix III H.

Analyze in terms of the total number of responses to determine if sex biases seem to be more prevalent with people of one job description than another. (i.e., counselor, teachers, principals, etc.) (HS, PS)

TEACHER NOTE: To compare when there may be just one principal and several teachers, multiply teacher responses by number of teachers interviewed, guidance counselors by numbers interviewed, etc.

TEACHER NOTE: These findings are an indication only. The way questions are asked and the interviewee's freedom in disclosing their philosophies could make a difference in response.

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Debate who might have stronger direct influence on the students--teachers, principal, counselors. (JH, HS, PS)	
	Explain how these practices in school might influence sex role identification. (PS)	
	Discuss how the findings might have varied if those interviewed had been more free or less free in disclosing feelings. (HS, PS)	
	TEACHER NOTE: In addition to doing the exercises designated for Junior High and High School, analyze teachers' responses in terms of subject matter implications.	
Fact: Extra curriculum includes such considerations as clubs and sports.	Compare the philosophies, goals and activities of clubs that are predominantly male or female. Determine if difference of sex biases are present.	
	Explain the relationship between extra curriculum and role behaviors. (HS, PS)	
Sex biases in clubs contribute to sex role identification.	Re-evaluate the interview of school personnel and determine those considerations related to extra curriculum. Add other examples if possible. (HS, PS)	
Extra curricular activities influence students' perception of feminine and masculine role behavior.	Interpret findings in terms of the relationship between extra curricular activities and development of sex role behavior. (JH, HS, PS)	
A school's philosophy can partially determine hidden, extra, and formal curriculum related to sex role behaviors.	Study philosophy of school for sex biases. (PS)	
	Interpret the relationship between school philosophy and role behavior. (PS)	
A school's philosophy and scheduling tends to contribute to students' beliefs about appropriate sex role behaviors.	Investigate scheduling in school for sex biases. (HS, PS)	

	Compare the relationship between scheduling and development of role behaviors. (HS, PS)	See Appendix III K.
Persons attending school where sex biases exist are more likely to develop role behavior biases.	Predict what is likely to happen if a student goes to school where sex biases are present. (JH, HS, PS)	
School curriculum can influence perceptions and be utilized to promote or discourage changes in the roles of females and males.	Enumerate ways school curriculum might be used to discourage change in roles and ways it might be used to encourage change in roles. (PS)	
Peers influence one's attitudes, values, and perceptions related to masculinity and femininity.	View a filmstrip or listen to tape about the influence peers exert on each other. List ways each feels he/she has been influenced by peers. (JH, HS, PS) Explain how these might affect sex role identification. (HS, PS)	Tape: Dobson, "But Everybody's Doing It".
Ability to develop one's own values and act accordingly decreases the influence peers exert on one's behaviors.	TEACHER NOTE: Review generalization - "People tend to behave in a manner that is in accordance with their attitudes, values and perceptions." Write characteristics of male peer who is very masculine. Write characteristics of a female peer who is very feminine. Interpret how these peoples' characteristics might influence role behavior in others. (JH, HS) Observe children at play for sex role biased behavior. Examples: Who is the doctor: Who is the nurse? Who is the sheriff? Who goes to work? Who washes the dishes or makes the bed? (JH, HS) Relate the findings to sex role identification. (JH, HS) Review findings related to peer influence on role identification, then interpret them in terms of changing roles of males and females. (JH, HS)	

CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
One's religious beliefs related to masculinity and femininity establish certain male/female role behavior patterns.	Brainstorm - for ideas about religious beliefs relative to female behavior and male behavior. Interpret in terms of implications for changing roles of males and females. (JH, HS, PS)	
	Interview males and females of varying ages about their religious beliefs relative to female and male behavior. Interpret in terms of implications to changing roles of males and females. (JH, HS)	
	After interview of males and females, interpret findings in terms of (1) difference in male and female response, and (2) an approximate age difference of both males and females. (People doing this exercise will need to interview more people.) (HS, PS)	
	TEACHER NOTE: Without asking ages, participants estimate and record ages of interviewees. Example: 10-15 years, 15020 years, 20-30 years, 30-40 years, etc. If data show sufficient differences, predict which group might more easily bring about role change.	
	Interview ministers about their religious belief and or teaching relative to sex role behaviors. (HS, PS)	
	Read the Old Testament (Genesis 2:18, 2:24, 3:16) (Proverbs 31:10-31) and the New Testament (Ephesians 5:22-23, 6;1-4) (Col. 3:18-21) (I Cor. 11:7-12). (HS, PS)	
Changes in religious beliefs relative to femininity and masculinity facilitate changes in roles of males and females.	Interpret in terms of behavior for males and females: 1. What differences were found for males and females in the Old Testament? 2. What differences were found for males and females in the New Testament? 3. What implications might these have for various people relative to changing roles?	

	TEACHER NOTE: These need to be studied sufficiently to be sure they are not taken out of context.	
	Read articles concerning religious implications in sex role behavior; interpret the possible relationship between religion and the changing roles of females and males. (PS)	Kammeyer, Kenneth C. (Ed.), Confronting The Issues: Sex Roles, Marriage, and The Family. pp. 421-428.
Sex biased information in mass media tends to influence one's perception of male and female role behavior.	Interest Approach: Watch television or listen to the radio for advertisements with sex biases. (Record instances of advertising if tape recorder is available and play them to class.) (JH, HS, PS)	
	Role play or otherwise report findings to class. (JH)	
	Explain the relationship of advertising (as an aspect of mass media) to roles of males and females. (HS, PS) OR Construct a notebook of advertisements or other media which has sex biases. Interpret how each one is sex biased. Explain the relationship of ads as an aspect of mass media and roles of females and males. (JH, HS, PS)	
Since mass media influences perception, and perception influences behavior, mass media can be designed to promote change or satisfaction with established roles of females and males.	Read stories from popular magazines. Identify examples of sex biases. (JH, HS, PS)	
	Explain the relationship of mass media to changing roles of males and females. (JH, HS, PS)	Kaplan, A. G., and Jean P. Bean (Ed.) Beyond Sex Role Stereotypes, Readings Toward A Psychology of Androgyny. pp. 233-237. (PS)
Recreation can promote or discourage change in the roles of females and males.	Review the findings related to the influences mass media has on female and male roles. (HS, PS)	
Recreation helps develop perception of masculine and feminine role behavior.	Imagination Exercise: Complete the Imagination Exercise. (1) predict what toys these children are likely to play with on Christmas Day, (2) compare role bias possibilities of the toys, (3) interpret what these choices might indicate about sex roles. (JH, HS, PS) (AE Concept I)	Use Imagination Exercise Appendix III L.

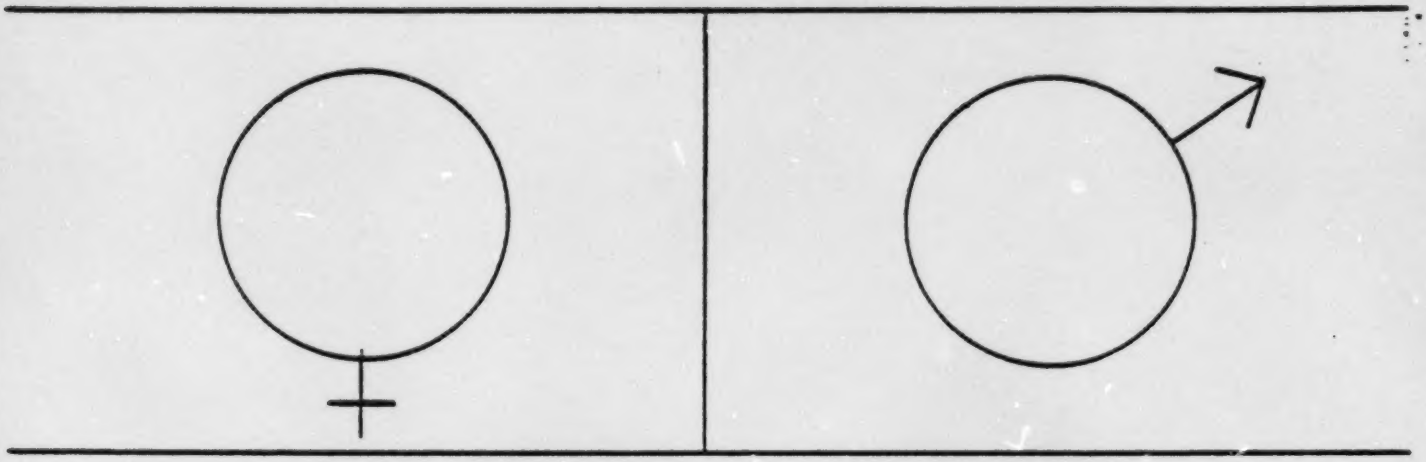
CONCEPT III. Social/psychological factors influencing roles of males and females

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
If a child engages in recreation that differentiates behavior of boys from girls, that child's role is likely to be influenced by such recreation.	Interview men and women relative to feelings about their child playing particular games: doctor, cowboy, hairdresser, nurse, dress designer, seamstress, mechanic, coal miner, secretary, dancer. Interpret for implications in sex role identification.	
Non participation in recreation also influences role identification.	Field Trip - Arrange ahead of time. Go to a toy store and tell the clerk your class is studying toys for children. Ask him/her to show the class some toys and games for girls and for boys. Have students list the toys shown for each sex and the ones for both sexes. (JH)	
Children's songs which contain sex role biases contribute to those children's perceptions of appropriate games/toys for boys and for girls.	Analyze a record or written words of Christmas songs such as "Jolly Old Saint Nicholas" and "Up on the Rooftop" for sex role biases. (Popular songs may also be used). Explain how these might influence one's perception of how he/she should play. (Of sex role behavior.) (JH, HS, PS) (AE Concept I) Informally interview children of different ages. Use questions such as (1). What kind of games do girls play? (2). Do little boys play these games? (3). I wonder why? (Do the same for boys.) Report findings to the class. (JH, HS) Compare interview responses of boys and girls. (1) Why were responses different or similar? (2) Which sex seemed to have stronger biases? (JH, HS, PS)	
Recreation can promote or discourage change in the roles of females and males.	Synthesize findings in terms of sex role implications. Example: Which sex group had stronger sex role biases? What implications might age differences have on sex role biases? (JH, HS,) (AE Concept I)	

Efficient communication skills facilitate the clarity with which a message is received and understood. The way a message is understood influences the way one reacts to that message.	Explain relationship between communication skill and changing roles of males and females. (JH, HS, PS)	Sasse, Person to Person. Chapter 7. Wackman, Miller, and Nunnally. Student Workbook: Increasing Awareness and Communication Skills.
Efficient communication skills facilitate (or discourage) change in roles of females and males.	Complete communications exercise. (Class may construct own exercise.) Explain relationship between communication skills and changing roles of males and females.(JH, HS, PS)	Appendix III M, or Appendix III N. Communication exercises in: Pfeiffer, J.W. and John E. Hones. A Handbook of Structured Experiences for Human Relations Training. (any one of 5 volumnes). OR Ruben Brent D., and Richard W. Budd. Human Communications Handbook: Simulations and Games.
Taking responsibility for one's own feelings and actions facilitates honest communication.	Complete communication exercise in Appendix III O. (JH, HS)	See Appendix III O.
Nonverbal language influences the message derived from a communication.	Explain relationship between nonverbal behavior and the message received by listeners. (HS, PS) Discuss "Do men and women use or interpret non-verbal communications in the same manner?"	
Societal factors influencing one's sexual role identity include: family, peers, schools, religious beliefs, community, and mass media.	Develop a collage or paper showing influences on your sexual role identity.	

APPENDIX III A

WHAT'S THE DIFFERENCE



HUMAN RELATIONS

INGREDIENTS:

Aluminum foil

Construction paper

DIRECTIONS:

Divide bulletin board in two sections. One section is pink, the other blue. Make sex symbols and lettering from aluminum foil. Place female symbol on pink and male on blue.

SERVING SUGGESTIONS:

This bulletin board suggests topics for discussions, such as likeness and difference of women and men and how each affect individual roles. For example, roles of women might be discussed such as: mother, wife, hostess, or employer.

(AE Concept I)

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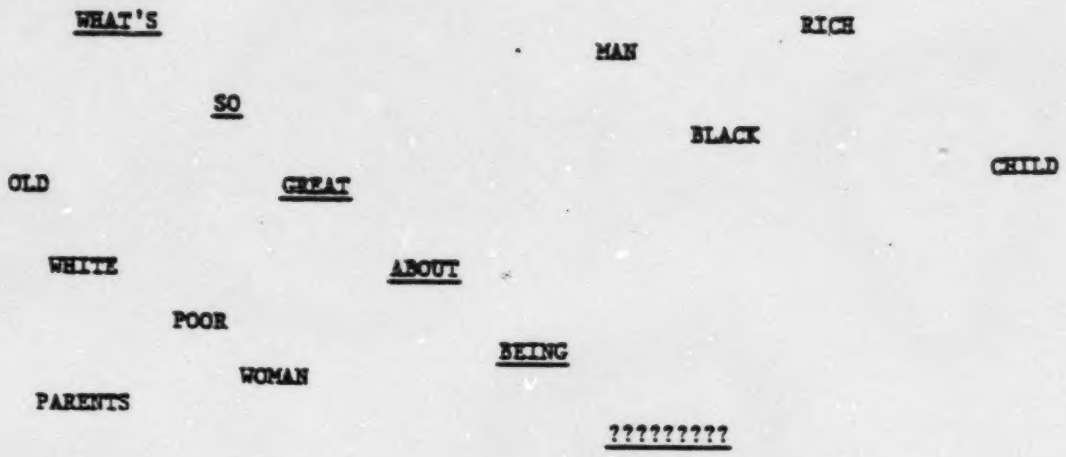
APPENDIX III B



HUMAN RELATIONS

INGREDIENTS:

Construction paper

DIRECTIONS:

Construct in large letters of construction paper the caption, "What's So Great About Being ????????" Print on construction paper cards, words such as rich, man, and child and arrange as shown.

SUGGESTION:

This idea will help students become aware of the ramifications of each role involved in "human relations."

(A. E. Concept I)

APPENDIX III C

BULLETIN BOARD

"Dad, may I use the car tonight? I've got a date!!!"

"Mom, Dad may I???"

"Mom, may we go outside to play?"

- THE MIDDLE CHILD -

?

OLDEST

YOUNGEST

APPENDIX III D

TWO PARENT FAMILY

SINGLE PARENT
FAMILY

WIDOWED PARENT

SINGLE PERSON

WHO MAKES A FAMILY?

APPENDIX III E

CASE SITUATION EXAMPLE

First set of assumed male characteristics

Aggressive	Makes decisions easily
Independent	Takes a stand quickly
Insensitive	
Dominant	
Forceful	

Second set of assumed male characteristics

Democratic

Sensitive

Enjoys emotional support from family

Low aggressiveness level

Evaluates all sides before making a decision

Evaluates all sides before taking a stand

SITUATION

A family has inherited $10,000.00 from the husband's aunt. The man wants to spend the money traveling. He has worked hard all his life and met rent payments on time and, he feels, with little trouble. He feels he deserves the travel. The woman wants to spend the money as a down payment on a house. She feels the house is necessary for the family's security. She knows what insecurity means. As a child she was poor and her family had to move often into increasingly poorer homes because her family could not meet rent payments.

QUESTION

Assume all else is equal except the characteristics of the man. Which one would take longer to make a final decision as to how to spend the money.

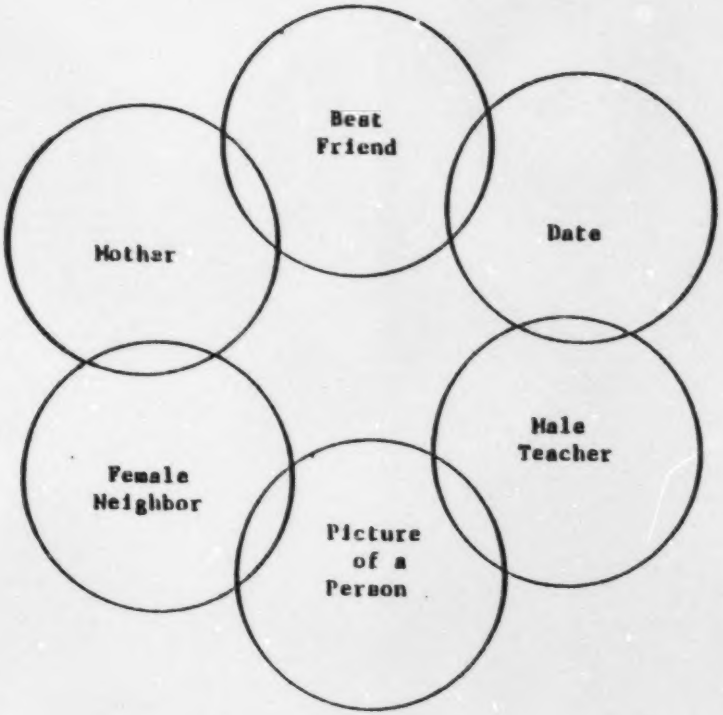
Why?

What might be considered in each case? Support your decision.

NOTE: This exercise may be repeated with different characteristics to work with and with the case situation being different. To better understand student's sex biases, students should develop their own list of characteristics. For more interplay with role characteristics in mind, college students and advanced high school students may work the problem with given characteristics for both the male and the female. Work up a similar problem using a female for the case situation.

APPENDIX III F

Bulletin Board: Sources of Values

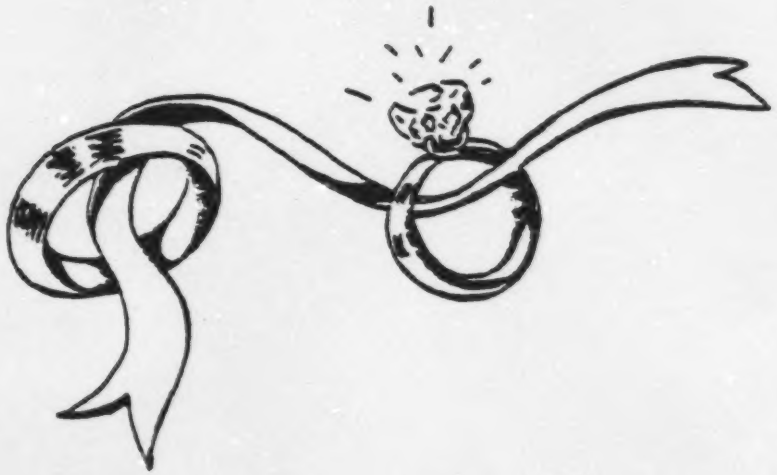


APPENDIX III G

Bulletin Board:

"What roles do you play?"

"What roles will you Play in the Future?"



Prepare a bulletin board with the title "What roles do you Play?" Across the top and "What roles will you Play in the Future?" Across the bottom. Ask students to bring pictures of people performing various roles: Homemaker, wage earner, family member etc., and place them on the board.

Use this as a discussion base to help develop the generalization that a person plays many roles at any one time in life and these roles are constantly changing. (JH, HS)

APPENDIX III H

Interview Form

(Teacher Note: College student and advanced high school students develop own interview.)

Questions concerning sex biases in the school.

1. What subjects are limited to female/male enrollment?
2. How many females are enrolled in home economics?
3. How many males are enrolled in home economics?
4. How many females are enrolled in shop?
5. How many males are enrolled in shop?
6. How many females are enrolled in agriculture classes?
7. How many males are enrolled in agriculture classes?
8. What extracurricular activities are predominantly male?
9. What extracurricular activities are predominantly female?
10. Are females permitted to play on football/baseball teams? If so, how many actually participate in the sport?
11. What are some behaviors or actions you see as acceptable for males that would be regarded as questionable for females?
12. What are some behaviors or actions you see as acceptable for females that would be regarded as questionable for males?
13. What is the amount of money spent on organized sports that are mainly for males?
14. What is the amount of money spent on organized sports that are mainly for females?
15. How do you feel about girls being in Boy Scouts, little league, playing baseball, football, etc.?
16. How do you feel about boys sewing, crying, crocheting, playing with dolls, and wearing flowered shirts?

PRINCIPAL ☐

COUNSELOR ☐

TEACHER ☐

Subject matter taught_____

APPENDIX III K

Investigation of Scheduling

The investigation of scheduling might include considerations as the following:

1. Do boys enroll in some classes, not taken by girls or vice versa?
2. Do boys take more hours in specific subject matter classes than girls?

Example: Girls take one year of Home Economics; boys take six weeks.

APPENDIX III L

Imagination Exercise

Close your eyes and imagine this is 11:45 p.m. on December 24, and you are Santa Claus. You have just come down the chimney to a house from which you have had no special requests or letters. You look around and see no toys at all, but you see two stockings hanging from the mantle. On one is written "Betty Susan, 4 years old." On the other is written "James Scott", 4 years old."

List 3 toys (look through a toy catalog) you would put in each stocking.

NOTE: As a mood setter, teacher may play Christmas music such as "Here Comes Santa Claus."

APPENDIX III M

Communications Experiment

Three students prepare ahead of time to participate in a class roleplaying situation. The other students are not to know the instructions the three students have had. One student is to refuse to change her/his mind no matter what is said. One student is to weigh evidences presented and decide whether to change her/his mind. Other students are to hear her/him weighing the evidences—i.e. He/she may ask for more data etc. One student is to repeatedly and fairly quickly change his/her mind as new persuasions are presented. Each of the three are instructed as to what his/her stand on a given subject is. (If the student doesn't necessarily believe the stand he/she is given, he/she must pretend to agree). The entire class is to try and persuade each—one at a time—of the three students to change his/her mind. The class is given the stand to take. If they don't necessarily believe the stand, they are to pretend to agree. If one of the three changes his/her mind, the class is to pretend they have changed their mind and try to convince the one student to change his/her mind again.

Situations might include considerations as the following.

1. A woman should obey her husband.
2. A husband should obey his wife.
3. The man should be the breadwinner.
4. A woman's place is in the home.
5. A girl should never act masculine.

APPENDIX III E

Case Studies

The Jackson family has a schedule which is very much the same from day to day or week to week. The schedule is so well established that the family doesn't have to discuss it. Each person has certain things to do and does them. Very little conflict is evident in the family as each person just knows he/she is to be what is expected of her/him.

The Robins family has a schedule that often doesn't work because of new situations which arise. Sometimes members do each other's chores, however, some conflict is present in the family, because Scott and Mary argue occasionally about chores. Scott refuses to wash dishes or vacuum the carpets and Mary does not understand his reasons. Conflict arises because of sex role perceptions.

APPENDIX III O

Communication Exercise

Individual students perform before the class such exercises as the following:

1. Give different meanings to selected phrases by changing the expression in your voice. Examples: "That's great." "Big deal." "Tough." "Gee, thanks." "I see."
2. With words say phrases such as "I like that" but with body say "I don't like that."
3. In a charade-like game—but without hand and arm motioning—tell the class you like them. (The class is not to know ahead of time what the messages are.)

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MAJOR CONCEPT: IV. LEGAL DISCREPANCIES AFFECTING MALE AND FEMALE ROLES

SUPPORTING CONCEPTS:

A. The American legal system
B. The inequalities of the law for males and females

BEHAVIORAL OBJECTIVE: Comprehend implications of inequalities of the laws regarding males and females.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - compare written, common, case and statutory laws.
- examine examples of inequalities in law for males and females.
- explain the inequalities of the four main unwritten provisions of the marriage contract.
- identify the major inequalities of social security benefits.
- recognize the inequalities when a marriage is dissolved.
- realize the discrepancies in the law regarding survivorship.
- review some of the efforts to eliminate discrimination between males and females in the U.S. Code.

GENERALIZATION: Legal inequalities regarding males and females exist in our present American system.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Knowledge of the American legal system is essential to understanding the discrepancies affecting male and female roles.	Review law books collected by teacher. (JH, HS, PS)	Federal Register, Congressional Digest, Kentucky Revised Statutes and/or other law books.
Law is fluid and ever changing.	Define law and the various kinds of law. (JH, HS, PS)	
A law is the body of rules of conduct prescribed by the supreme power of a state.		Kling, The Complete Guide to Everyday Law. Chapter 1, Dictionary.
There are four basic types of laws used in our legal system. 1. written law - based on constitutions, treaties, and statutes or laws drawn up, ratified or enacted by the state or federal governments.	Guest Speaker - Have state legislator visit and describe States legal system: community, property, and separate property. (JH, HS, PS) Bulletin Board - "Types of Law". (JH, HS, PS)	Coughlin, Law for the Layman. Chapter 2. Bulletin Board: Appendix IV A.

2. Common law - the body of law developed in England primarily from judicial decisions based on custom and precedent, unwritten in statute or code.
3. Case law - law established by judicial decisions
4. Statutory law - a law enacted by the legislative branch of the government.

Inequality exists when the members of a group are restricted from legitimate valued positions or rewards in a society for which their "ascribed status" is not a relevant consideration.

Members of a group can experience inequalities in the public sector as citizens, employees, students or consumers, and in the private sector as family, organizations, or club members.

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It is desirable for those anticipating marriage to be informed of the unwritten law of the marriage contract.

Some of the unwritten provisions of the traditional marriage contract are:

1. The husband is head of the household.
2. The husband is responsible for support.
3. The wife is responsible for domestic services.
4. The wife is responsible for child care.

Brainstorm - Some ways mankind is equal; some ways society has made us unequal. (JH, HS, PS)

Kammeyer, Confronting The Issues. Chapter 31.

Define - "ascribed status".

Play word associations. (HS, PS)

Appendix IV B.

Research and report the pros and cons of the four unwritten provisions of the marriage contract. The report of each group can be written on chalk board, transparency or butcher paper. (HS, PS) (A.E. Concept III)

Skolnick and Skolnick, Family in Transition: pg. 289.

Ahern and Bliss, The Economics of Being A Woman. Chapter 18.

The Council of State Government, All Are Created Equal. Page 25.

Coughlin, Law For The Layman. Chapter 14.

CONCEPT IV. Legal discrepancies affecting male and female roles

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Depending on the state of residence, a female can forfeit one or more of the following: 1. her name 2. her domicile rights 3. her inheritance rights 4. her right to refuse sexual relations	Play game: "Pros and Cons" (JH, HS, PS) (AE Concept I).	"Pros and Cons" Game Sex Role stereotyping Creative Learning Systems (AE Concept I - Resources)
	Participate in a discussion: "Why does marriage facilitate a name change?" (HS, PS)	Illinois Teacher. January/ February, 1976 pg. 148.
In many states there is an age difference by sex in cases requiring parental consent for marriage.	Interview married people - record and report to class your findings on the question "Does you marriage partner have a right to refuse sexual relations with you?" (HS, PS)	Kling, The Complete Guide to Everyday Law.
	Bulletin Board - "Legal Equality". (JH, HS, PS)	Riker and Brisbane, Married Life. pgs. 249-269. Bulletin Board Appendix IV C.
The rights to personal and real property acquired before and after marriage vary according to the type of property system existing in the State.		The Council of State Governments, All Are Created Equal. pg. 26.
The family is legally responsible for the care and rearing of its children and the welfare of its members.		Ahern and Bliss, The Economics of Being A Woman. pg. 156.
Under our present legal system a person's economic future can be handicapped by the distribution of assets when marriage is terminated by death or divorce.	Listen to a resource person such as an attorney, judge, business teacher. Listen to panel composed of members who have experienced the inequalities of the law regarding males and females. (HS, PS)	Illinois Teacher. January/ February 1976, pg. 148., November/December 1975, pg. 8.
Some areas of inequality that are affected by laws are: 1. property 2. child custody 3. child support 4. alimony 5. property disbursements at death 6. vocational opportunities.	Report to class the findings of group researching property, child custody, child support and alimony as they pertain to males and females. (HS, PS) Relate experiences you know which show inequalities regarding child custody, child support and alimony. (HS, PS)	Skolnick and Skolnick, Family in Transition. pg. 289 League of Women Voters of the United States, In Pursuit of Equal Rights: Women in the Seventies. 1976. Coughlin, Law for the Layman. Chapter 15.

Inequalities found in Social Security are: 1. No provision has been made for the work of a full-time homemaker to attain a benefit base for future entitlement. 2. No provision has been made for benefits to the dependent husband as a survivor unless he can prove half dependency on wife's earnings. 3. No provision has been made for benefits to a husband of 20 or more years who is dependent and divorced.	Write a case study illustrating the inequalities found in Social Security. (HS, PS) Read and report resource material covering Social Security. (HS, PS) Read - A Woman's Guide to Social Security. (HS, PS)	Landis, Your Marriage and Family Living. Chapter 21. Chart pg. 440. Riker and Brisbane, Married Life. pgs. 249-269. Sasse, Person to Person. Chapter 13. Sex Bias in the U.S. by U.S. Commission on Civil Rights. pp. 34. Dow, Changing Societal Roles and Teaching. pg. 28. League of Women Voters of the United States, In Pursuit of Equal Rights: Women in the Seventies A Woman's Guide to Social Security. Ahern, Dee Dee, Bliss, Betsy, The Economics of Being A Woman. Chapter 13.
There have been some recent efforts to eliminate discrimination regarding males and females in the U.S. Code including: 1. The Equal Credit Opportunity Act 2. The Equal Employment Opportunity Act 3. HEW'S Title IX Regulations - Education Amendment of 1972 4. Civil and Human Rights Legislation of 1964 5. Vocational Education Amendments 1976	Relate how the schools have tried to adapt to title IX. (HS, HS, PS) List questions a loan officer cannot ask an individual when he or she is applying for a loan. (HS, PS) Describe how inequalities are manifest in employment by wage, promotion, job classification, terms and conditions of employment. (JH, HS, PS) (AE Concept V)	Clearinghouse Publication No. 46, A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination. Appendix IV D, IV E, IV F, IV G. Federal Register, March 21, 1979.

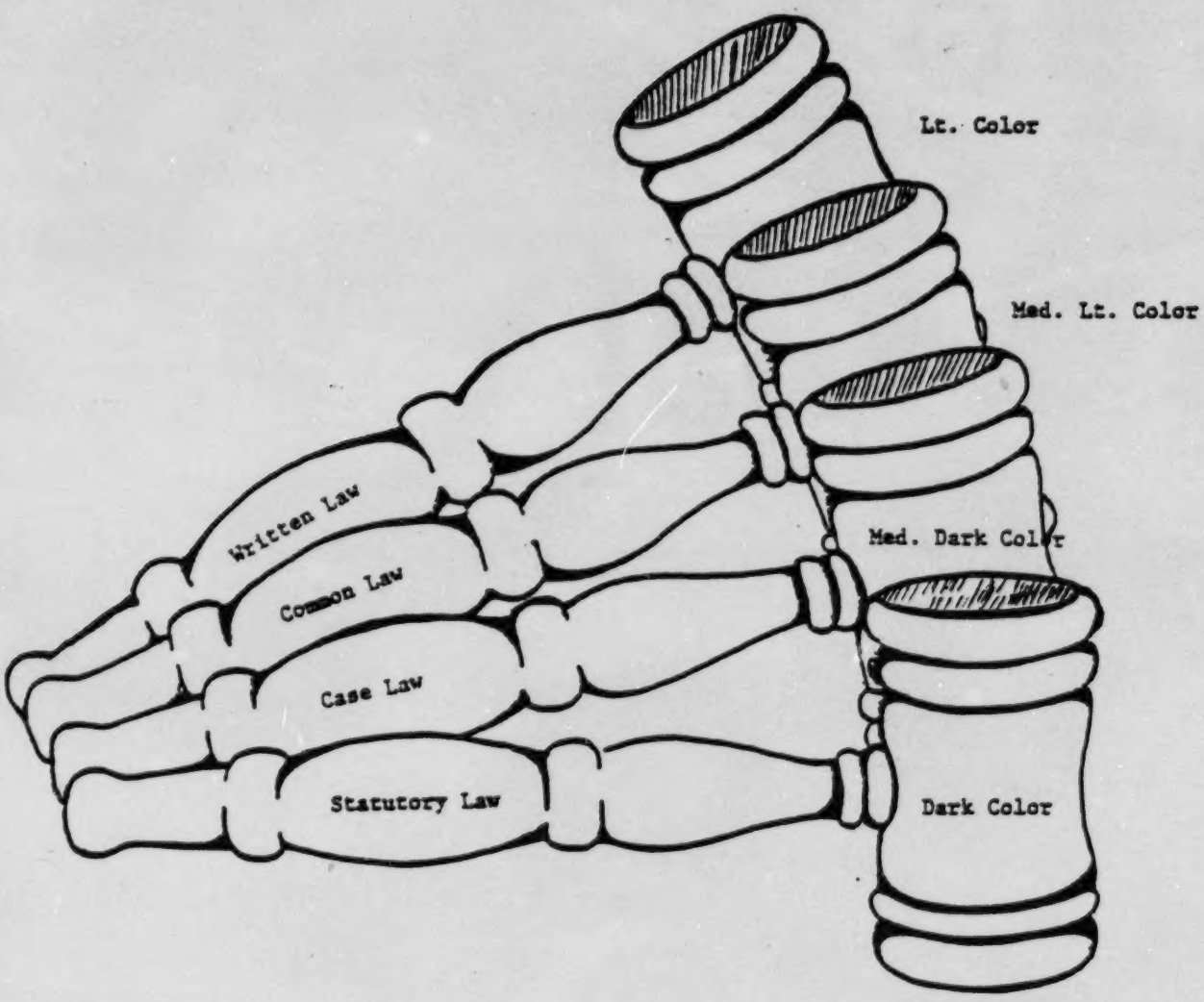
CONCEPT IV: Legal discrepancies affecting male and female roles

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Even though efforts are being made to eliminate discrimination in the laws regarding males and females, such discrimination continues to exist.	Read "Legal Battle of The Sexes" (HS, PS)	"Legal Battle of the Sexes", Newsweek, April 30, 1979.
	Read "Women and Credit Histories" (HS, PS)	"Women and Credit Histories", Federal Trade Commission Washington, D.C. 20580
	Review instances of inequalities of the laws based on sexual identity.	
	Post Test Fish Bowl - Choose topic from bowl and answer question.	

APPENDIX IV A

Bulletin Board

TYPES OF LAW



(Dr. Color)
Statutory Law is_____
_____
(Med. Dark)Case Law is___
_____

(Med. Light)Common Law is__
_____
(Lt. Color)Written Law is__
_____

APPENDIX IV B
DISCUSSION SHEET

Word Association: The teacher will distribute a list of words for student reaction. Discussion to follow will develop the concepts of equality and inequality.

Example: Right - wrong

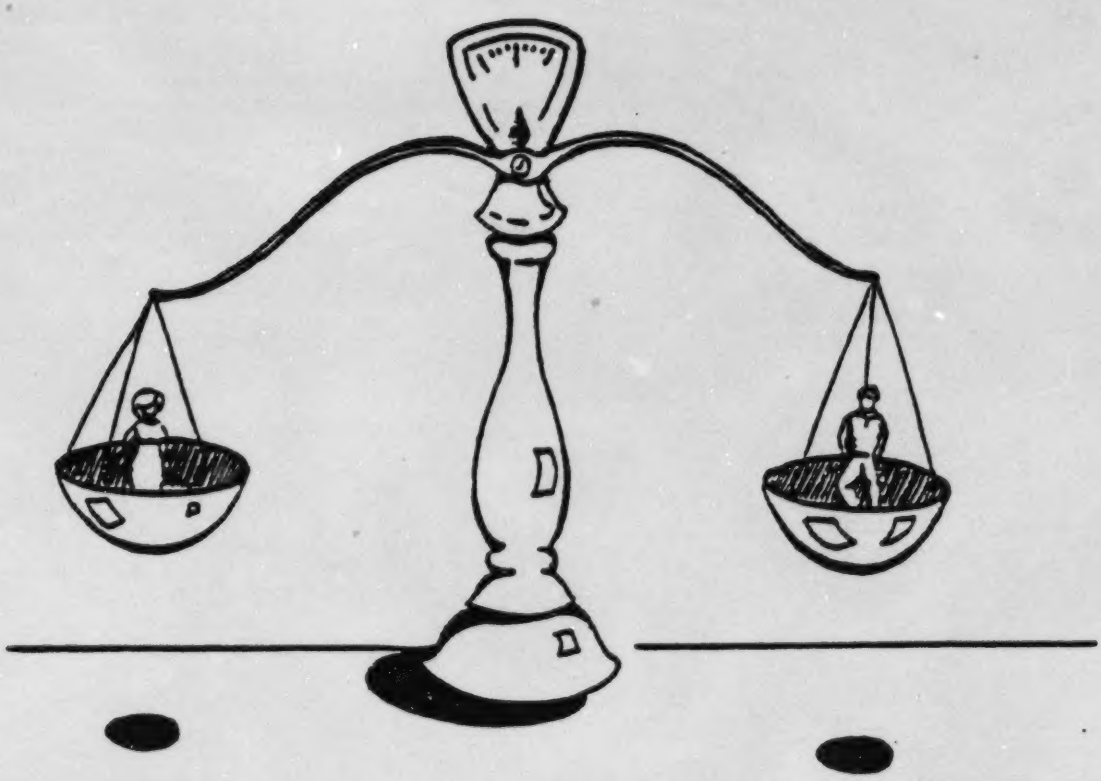
Word Association: React to the following list of words with a response or phrase which identifies your feeling.

Words	Response
1. Different	1
2. Contrast	2
3. Dissimilar	3
4. Inequality	4
5. Likeness	5
6. Sameness	6
7. Uniformity	7
8. Equality	8

APPENDIX IV C

Bulletin Board

Legal Equality?



Marriage Age

Social Security

Property Rights

APPENDIX IV D

SUMMARY OF MAJOR SECTIONS OF THE EQUAL CREDIT OPPORTUNITY ACT AND IMPLEMENTING REGULATIONS CURRENTLY IN EFFECT

A creditor may not request information about a woman's birth control practices, her intentions concerning the bearing or rearing of children or her capability to bear children;

A creditor cannot require a woman who has a credit account and who has had a change of marital status or name to reapply, terminate the account or change the terms of the account;

A creditor may not require a woman to list alimony or child support or maintenance payments;

A creditor may not prohibit an applicant from opening or maintaining an account in a birthgiven surname or a combined surname;

A creditor must notify a woman as to whether or not she received the requested credit. If the action by the creditor is adverse she is entitled to know why credit was denied;

A creditor must list on the application form the name of the appropriate federal agency where a woman can complain if she feels she has been discriminated against on the basis of sex or marital status.

A creditor who fails to comply with the act may be liable for punitive damages in addition to actual damages if the aggrieved applicant prevails in court.

THE EQUAL CREDIT OPPORTUNITY ACT

In October, 1975 the Equal Credit Opportunity Act became effective. It requires "that financial institutions and other firms engaged in the extension of credit make credit equally available to all credit-worthy customers without regard to sex or marital status." The effect of this law has not yet been documented.

Taken from: In Pursuit of Equal Rights: Women in the Seventies

APPENDIX IV E

Title IX: What It Does

Adapted from Winter 1976 National Voter

HEW's new regulations implementing Title IX of the Education Amendments of 1972 provide fresh ammunition for the battle against sex bias in education. Effective July 12, 1975, they prohibit sex discrimination against students that get federal aid.

Which schools are covered?

Virtually all: 16,000 public school systems (elementary and secondary schools); nearly 27,000 post-secondary institutions; noneducational institutions receiving federal money for educational programs. Two exceptions: religious schools may apply for exemption to specific sections of the regulations that conflict with their tenets; military schools are entirely exempt.

How will Title IX affect school policies?

Title IX forbids discrimination in a wide range of areas, including financial aid, counseling, courses, extra-curricular activities and health care. Some other, more specific examples:

Admissions: Title IX covers: vocational, professional, graduate schools and public undergraduate schools; single-sex public undergraduate schools (for admission purposes only) (e.g. state colleges); preschools, and nonvocational elementary or secondary schools (which rarely have admissions requirements).

Housing: Primarily concerns post-secondary Colleges and universities affected are not required to have coed facilities; they are required to equalize other housing policies. Forbidden are such discriminatory practices as: allowing one sex, but not the other, to live off campus; charging unequal dorm fees: offering different roommate selection procedures; and posting registries of off-campus housing that are discriminatory.

Employment: A university's placement service cannot, for example, allow recruiters on campus who refuse to interview women, nor can it list jobs that specify sex. Title IX covers employees, too, including wages, recruitment, hiring, classification and most fringe benefits. Pregnancy, childbirth and termination of pregnancy must be treated the same as any other temporary disability.

Are such groups as the Boy Scouts covered?

No. A 1974 amendment exempts single-sex voluntary youth service organizations—Boy Scouts, Campfire Girls, etc. Further, a 1976 amendment exempts the American Legion's Boys State and Girls State, and school-sponsored activities for fathers and sons or mothers and daughters. Title IX also exempts college social fraternities and sororities. Honorary or professional fraternities and sororities, such recreational groups as the Little League are covered, if they get federal funds or significant help from a funded institution.

To what extent are athletics covered:

Affected schools must offer coed gym classes but the sexes may be separated for contact sports. Sex discrimination in any official, club or intramural athletics is forbidden. Regulations allow separate teams for contact sports or games where competitive skills are required. For non-contact sports where only one team exists, both sexes must be allowed to try out. In evaluating a school, HEW will consider game and practice schedules, per diem and travel allowances, housing and dining facilities, equipment and supplies. Schools are not required to make equal expenditures in these categories.

Where can I get a copy of the regulations:

Write to the Office of Public Affairs, Office for Civil Rights, Dept. of HEW, 330 Independence Avenue, S.W., Washington, D. C. 20201

Taken From: In Pursuit of Equal Rights: Women in the Seventies

APPENDIX IV F

WHAT YOU SHOULD KNOW ABOUT WOMEN[1]

Labor Force Participation Rates, Age 16-64, 1975[2]

(Percentage of the Population in or Seeking Paid Employment)

White men	86.8	White women	53.3
Black men	76.8	Black women	53.9

Percentage of Workers Full-Time, Age 16 and Over 1975[3]

White men	91.8	White women	74.9
Black men	91.5	Minority women	81.7

Median Earnings Year Round, Full-Time Workers, Age 14 and Over, 1974[4]

White men	$12,104	White women	$6,823
Black men	8,524	Black women	6,258

Weekly Earnings, Full-Time Workers, May 1974[5]

White men	$209	White women	$125
Minority men	160	Minority women	117

Unemployment Rates, 1975[6]

(Percentage of persons in the labor force who are unemployed)

White men	7.2	White women	8.6
Black men	14.7	Black women	14.8
Teenage white men	18.3	Teenage white women	17.4
Teenage black men	38.1	Teenage black women	41.0

Children Of Working Mothers, March 1974[10]

5.1 million women in the labor force in March of 1974 had children under 6 years of age.

26.8 million children had working mothers.

6.1 million children with working mothers were under the age of 6.

4.6 million children had working mothers who were heads of households.

913,000 of the 4.6 million children whose working mothers were heads of households were under 6 years of age.

The estimated number of day care slots in 1972 was 1 million.

Occupations of Employed Men and Women by Race, 1974[7]

	White		Black	
	Men	Women	Men	Women
Total employed- thousands	47,340	29,280	5,179	4,136
percent	100	100	100	100
Professional & technical	15	15	9	12
Managers & Administrators	15	5	5	2
Sales workers	6	7	2	3
Clerical workers	6	36	7	25
Blue-collar workers	46	15	57	20
Service workers	7	19	15	37
Farm workers	5	2	4	1

Why Women Work[8]

In 1973

23 percent were single;

19 percent widowed, divorced, or separated; and

29 percent had husbands earning less than $10,000.

Working Mothers and Their Children, March 1974[9]

49 percent of all married women (husbands present) were working.

46 percent of all women with children under 18 were working.

63 percent of all working mothers have children between 6-17 years.

19 percent of all working mothers have children under 3 years.

62 percent of mothers without husbands were working.

6.8 million families, 12 percent of all families were headed by women in 1974 (between 1970 and 1974, the number increased by over 1 million).

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WHAT YOU SHOULD KNOW ABOUT WOMEN (continued)

[1]Comparable figures are not available for Spanish origin, Asian-American, and American Indian women. Sections on each of these groups follow using available data. See Part V for recommendation of Commission on collection of data.

Where available, data for black women and men are included in the first sections. In some cases, only figures for all minorities are available and are used, (blacks constitute 89 percent of minorities).

[2]U.S. Department of Labor, Employment and Earnings, Jan. 1976, table 1 and unpublished data.

[3]Ibid., table 1 and 5.

[4]U.S. Department of Commerce, Bureau of the Census, "Money Income in 1974 of Families and Persons in the United States," Current Population Reports, Series P-60, No. 101 Jan. 1976, table 67.

[5]Department of Labor, Women's Bureau, Handbook on Women Workers, 1975, table 51.

[6]U.S. Department of Labor, Employment and Earnings, Jan. 1976, table 1 and unpublished data.

[7]U.S. Department of Commerce, Bureau of the Census, "The Social and Economic Status of the Black Population in the United States," 1974, Special Studies, Series P-23, No. 54, tables 48,49.

[8]Department of Labor, Women's Bureau, Handbook on Women Workers, 1975, chart L.

[9]Department of Labor, Women's Bureau, Handbook on Women Workers, 1975, pp. 3,20,25,26.

[10]Ibid, pp. 4,30,35.

Source: "...To Form a More Perfect Union..." Justice for American Women. Report of the National Commission on the Observance of International Women's Year, 1976.

APPENDIX IV G

EDUCATION AMENDMENTS OF 1976, TITLE II (PUBLIC LAW 94-482)

Title II of the Education Amendments of 1976 amends the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. Numerous references are included in Title II concerning the need to eliminate sex stereotyping and sex bias from vocational education. The new law requires that "Any state desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the state board in fulfilling the purposes of this Act by —

A. taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;

B. gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that State;

C. developing and supporting actions to correct any problems brought to the attention of such personnel through activities carried out under clause B of this sentence;

D. reviewing the distribution of grants by the State board to assure that the interests and needs of women are addressed in the projects assisted under this Act;

E. reviewing all vocational education programs in the State for sex bias;

F. monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

G. reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;

H. assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and

I. making readily available to the State board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public, information developed pursuant to this subsection."

Each state shall reserve $50,000 each fiscal year to carry out the above stated provisions.

Each state is required to set forth in its five-year plan those policies and procedures which the state will follow to assure equal access to vocational education programs by both women and men. Other provisions in Title II include support services for women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men; grants to overcome sex bias; experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to overcome problems of sex bias and sex stereotyping; in every contract made by a state for the purpose of funding exemplary and innovative projects, giving priority to programs and projects designed to reduce sex stereotyping in vocational education; the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; vocational guidance and counseling training designed to acquaint counselors with the changing work patterns of women, ways to overcome occupational sex stereotyping, ways of assisting girls and women in selecting careers solely on their occupational needs and interests; inservice training for vocational education teachers and other staff members to overcome sex bias in vocational education; encouragement for both males and females to prepare for combining the roles of homemaker and wage earners, and encouragement for elimination of sex stereotyping in consumer and homemaking education.

Each State Advisory Council on Vocational Education shall include as members one or more individuals who "are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment and of sex stereotyping in vocational education, including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination in job training and employment against women who are members of such groups." The National Advisory Council on Vocational Education is required to include women with similar backgrounds.

Because of the comprehensive treatment of the requirements to eliminate sex stereotyping and sex bias in Title II of the Education Amendments of 1976, vocational educators and others would do well to secure a copy of P.L. 94-482 for their individual use. Title II of the Education Amendments of 1976 is administered by the Bureau of Occupational and Adult Education, U.S. Office of Education at the Federal level, and by the State Board for Vocational Education at the state level.

"Subpart 5—Consumer and Homemaking Education

"Consumer and Homemaking Education

20 USC 2380. "Sec. 150. (a) From the sums made available for grants under this subpart pursuant to sections 102 and 103, the Commissioner is authorized to make grants to States to assist them in conducting consumer and homemaking education programs.

"(b) Grants to States under this subpart may be used, in accordance with five-year State plans and annual program plans approved pursuant to section 109, solely for (1) educational programs in consumer and homemaking education consisting of instructional programs, services, and activities at all educational levels for the occupations of homemaking including but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles which (A) encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners; (B) encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal (i) with increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities and the changing career patterns for women and men and (ii) with appropriate Federal and State laws relating to equal opportunity in education and employment; (C) give greater consideration to economic, social, and cultural conditions and needs especially in economically depressed areas and such courses may include where appropriate bilingual instruction; (D) encourage outreach programs in communities for youth and adults giving considerations to special needs such as, but not limited to, aged, young children, school-age parents, single parents, handicapped persons, educationally disadvantaged persons, and programs connected with health care delivery systems, and programs providing services for courts and correctional institutions; (E) prepare males and females who have entered or are preparing to enter the work of the home; (F) emphasize consumer education, management of resources, promotion of nutritional knowledge and food use, ancillary services, activities and other means of assuring quality in all homemaking education programs such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration, and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and State administration and leadership.

"(c) Notwithstanding the provisions contained in section 111(a), from a State's allotment determined under section 103 for any fiscal year from the funds appropriated pursuant to section 102(c), the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in subsection (b), except that the Commissioner shall pay an amount to each State equal to 90 per centum of the amount used in areas described in subsection (d).

"(d) At least one-third of the Federal funds made available under this section to each State shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

RESOURCES

BOOKS:

A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination, 1976, U.S. Commission on Civil Rights Clearinghouse Publication 46, Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Ahern, Dee Dee and Bliss, Betsy, The Economics of Being A Woman, 1977. McGraw-Hill Paperbacks, St. Louis $3.95.

Coughlin, George, Law for the Layman, 1975. Harper and Row, Publishers Inc., 10 East 53rd St., New York, NY 10022 $1.95.

Kennedyer, Kennath, Confronting the Issues, 1977. Allyn and Bacon Inc., 470 Atlantic Ave., Boston, Mass 02210 $7.95.

Kling, Samual G., The Complete Guide to Everyday Law, 1977. Jove Publications Inc., 757 3rd Ave., New York, NY 10017. $2.25.

Landis, Paul H., Your Marriage and Family Living. McGraw-Hill Book Co.

Riker, Audrey P. and Brisbane, Holly E., Married Life, Chas. A. Bennett Company, 1970 Detweiller Dr., Peoria, Ill 61614 $8.28 app.

Sasse, Connie R., Person to Person, 1978, Chas. A. Bennett, Peoria, Ill 61614. appt. $8.00.

Sex Bias in the U.S., Commission on Civil Rights, 1977. Washington, D.C. 20425.

Skolnick, Arlene S. and Skolnick, Jerome H., Family in Transition, 1977. Little Brown and Company, Boston.

PERIODICALS AND PAMPHLETS:

A Woman's Guide to Social Security, Social Security Office. Free

All are Created Equal, 1972. The Council of State Governments, Iron Works Pike, Lexington, KY 40505. Library of Congress Catalogue Card No. 72-96420.

Dow, Ruth McNabb, Changing Societal Roles and Teaching, 1976. Home Economics Education Association, 1201 16th St. N.W., Washington, D.C. 20036. Publication #261-08428.

Illinois Teacher, 342 Education Bldg., University of Illinois, Urbana, Ill 61801 6 issues/yr. $5.00.

League of Women Voters of the U.S. Pub. No. 321, In Pursuit of Equal Rights: Women in the Seventies. League of Woman Voters of the U.S., 1730 M. St., Washington, D.C. 20036 $1.50.

Newsweek, "Legal Battle of the Sexes", April 30, 1979.

The Legal Status of Homemakers in Kentucky, Erving, Ellen, B., Owen, Patricia, W., Ms. Ellen B. Erving, Judge of Jefferson County Juvenile Court, Lexington, KY.

Women and Credit Histories, Federal Trade Commission, Washington, D.C. 20580 June 1978. Free.

PERIODICALS AND PAMPHLETS (cont.)

Women-Credit Bureaus and the Equal Credit Opportunity Act, Form E-33. Associated Credit Bureaus, Inc., 6767 Southwest Freeway, Houston, TX 77074.

Women: To Your Credit, Director of Public Relations, Commercial Credit Corporation, 300 St. Paul Place, Baltimore, MD 21202. Free.

FILMS AND FILMSTRIPS:

Choice: Challenge for Modern Woman Series

1966 series of discussion films designed to help women arrive at reasoned choices as they make decisions affecting themselves, family and society. Authorities discuss their own viewpoints and results of research. Two films from this series may apply to ERA discussion from perspective of 1960s attitudes.

"What is Woman" (film #6772)

Keith Berwick and Margaret Mead discuss what is feminine and what is masculine as prescribed by society and confused changing patterns.

"Wages of Work: (film #6778)
Mary Keyserling and a panel of employment experts discuss why, how, when and where women work and the effect on family, job and community.

16mm, black and white, 30 minutes each. Available from:
University of California Extension Media Center
2223 Fulton Street, Berkeley, CA 94720
(415) 642-0460
Rental Fee: $16.00 each

The Emerging Woman

Documentary using old engravings, photographs and newsreels to show the history of women in the United States. Shows varied economics, social and cultural experiences; how sex, race, and class determined women's priorities from the early 1800's through the 1920's. Available from:

Film Images
17 West 60th Street
New York, New York 10023
(212) 279-6653

1034 Lake Street
Oak Park Illinois 60301
(312) 386-4826
Rental fee: $45.00 in classroom to one class; $60.00 when shown to organization membership: $75.00 general public.

Out of the Home and Into the House

Documents the process of influencing legislation at the state level, using the ERA as an example. Lobbying activities by persons favoring or opposing legislation are commonplace in a democratic society. With few exceptions, the legislators being appealed to are male, and most professional lobbyists are also male. Here the lobbyists, both those favoring and those opposed to the Amendment are female. Thus, the film captures an unusual scene in American history: widespread, determined participation in the political process by women.

FILMS AND FILMSTRIPS (cont.)

16 mm, black and white, 48 minutes. Available from:

Film Images
17 West 60th Street
New York, New York 10023
(212) 279-6653
1034 Lake Street
Oak Park, Illinois 60301
(312) 386-6653

4530 18th Street
San Francisco, CA 94114
(415) 431-0996

Rental Fee: $50.00

We are Women

Narrated by Helen Reddy, combines dramatic vignettes, brief documentary interviews and pertinent historical artwork delineating the origins of the traditional role of women.

16mm, color, 29 minutes, Available from:

Motivational Media
8271 Melrose Ave, Suite 204
Los Angeles, CA 90046
(213) 653-7291
Rental fee: $50

University of California Extension Media Center
2223 Fulton Street, Berkeley, California 94720
(415) 642-0460
Rental Fee: $26 (film #9370) Order well in advance of showing, heavy demand.

Women on the March: The Struggle for Equal Rights

Older film going only through the fifties but full of history of the women's rights struggle in England, Canada and the U.S. Divided into two parts, the film records the struggle of women for the franchise and other rights from the beginning of the suffrage movement. Gives faces and action to names in history. Part I shows the struggle to gain recognition by picketing, parading and hunger strikes. Part II is much less satisfactory because of the 1950's point of view; it covers the period after World War II.

16mm, black and white, 30 minutes each part.
Available from:

Contemporary Films/McGraw Hill
Princeton Road, Hightstown, New Jersey 08520
(609) 488-1700 Ext. 5851
Rental fee: $15 each part, Part I #407676; Part II #407677
Order well in advance of showing and indicate alternate date in case film is not available.

Women: The Hand that Cradles the Rock

Intercuts footage of advertisements that use stereotyped images of women with brief, occasionally superficial sequences in which members of the women's movement discuss their ideas. Also interviews a woman who prefers being a housewife and mother and who explains her reasons for rejecting the women's movement. (19710)

16 mm, color, 27 minutes. Available from:

University of California Extension Media Center
2223 Fulton Street, Berkeley, California 94720
(415) 642-0460
Rental fee: $28 (film #8406)

Women's Rights in the U.S.: An Informal History

Bright, fast moving, tongue in cheek. Our political origins in pictorial montage. A historical background for present ERA debate. Using quotes from major historical figures and magazine illustrations from the times discussed, sets the scene for each major period in the history of women's rights.

16 mm, color, 27 minutes. Available from:

Indiana University Audio Visual Center
Bloomington, Indiana 47401
(812) 337-2103
Rental fee: $13 (note film #CSC2454)
Order at least 5 weeks in advance; they have limited copies.

Altana Films
340 East 34th St.
New York, NY 10016
Rental fee: $40

University of California Extension Media Center
2223 Fulton Street
Berkeley, California 94720
Rental fee: $28 (note film #EMC9059)
Order well in advance, heavy demand.

American Parade: We the Women

Narrated by Mary Tyler Moore - survey of women in American history from colonial times to the present. Produced by CBS for their bicentennial historical series, American Parade includes brief reference to present situations of women.

RESOURCES (continued)

HISTORICAL

*Women Together: A History in Documents of The Women's Movement in the United States by Judith Papachristou, A MS. Book. New York: Knopf, 1976; 273 pp., $8.95. (Unless otherwise indicated, all historical quotes were taken from this book.)

Susan B. Anthony, Her Personal History and Era, by Katherine Anthony, Garden City, N.Y.: Doubleday, 1954 (quote for Military section pp. 159-160).

LEGAL PRECEDENT AND PROCESS

*The Equal Rights Amendment: A Constitutional Basis For Equal Rights For Women, by Barbara A. Brown, Thomas I. Emerson, Gail Falk and Ann E. Freedman, The Yale Law Journal, Vol. 80, No. 5, April 1971. (For information on availability see section on "The Courts and Legislative History.")

*Equal Rights For Men and Women, a Report, together with individual views, prepared by the Senate Judiciary Committee, United States Senate, 92nd sess., 1972 (Report No. 92-689). Referred to in the text as "Senate Majority Report" or "Senate Report."

*Amending the Federal Constitution--Procedures of The General Services Administration and of The State Legislatures, Congressional Research Service, Library of Congress, April 6, 1971.

CONGRESSIONAL RESEARCH SERVICE MEMO: TO THE HONORABLE MARTHA GRIFFITHS, FROM AMERICAN LAW DIVISION, SUBJECT: COURT DECISIONS CONCERNING WHETHER A STATE LEGISLATURE MAY RESCIND A RATIFICATION OF A PROPOSED CONSTITUTIONAL AMENDMENT, September 12, 1972.

The Equal Rights Amendment: Its Political and Practical Contexts (Excerpts), by Joan M. Krauskopf, Professor of Law, University of Missouri, submitted for publication in the California Bar Journal, September 17, 1974. Single copies available from LWVUS.

"ERA Meets the Press" (Report on speech by Susan Deller Ross, clinical director of the American Civil Liberties Union, Women's Rights Project) The National Voter (LWVUS), summer 1976.

STATUS OF WOMEN

*1975 Handbook on Women Workers, prepared by the U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975, Bulletin #297. Paperback, 435 pp., obtainable from U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C. 20210.

The Federal Civil Rights Enforcement Effort--1974: To Eliminate Employment Discrimination, A Report by the U.S. Commission on Civil Rights, Volume 5, July 1975.

"Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education," Effective Date: July 21, 1975; U.S. Department of Health, Education and Welfare/Office for Civil Rights. (Available through Office of Public Affairs, Office for Civil Rights, Dept. of HEW, 330 Independence Ave., S.W., Washington, D.C. 20201).

"The Economic Status of Women in the U.S. in International Women's Year," an address by Mary Dublin Keyserling (former director, Women's Bureau, U.S. Department of Labor) to the Annual Meeting of the American Economic Association, December 29, 1975.

"Title IX: Bringing it all Back Home," The National VOTER (LWVUS), Winter 1976.

RESOURCES (cont.)

Women in 1975, A Report by the Citizens Advisory Council on the Status of Women, Transmitted to the President, March 1976, p. 142. (Available through the Citizens Advisory Council on the Status of Women, Washington, D.C. 20210.)

*Equal Protection Versus Equal Rights Amendment--Where Are We Now," by Roxanne Barton Conlin, Drake Law Review, Vol. 24, No. 2, Winter 1975, pp. 259-335. (Referred to in text as "Drake Law Review.") Copies of this issue can be ordered through the Drake Law Review, Drake University, Des Moines, Iowa 50311).

"A Commentary On The Effect Of The Equal Rights Amendment On State Laws and Institutions, prepared by Anne K. Bingaman for the Equal Rights Amendment Project, 288pp. (Referred to in text as Equal Rights Amendment Project, For copies write to 926 J. St., Suite 1014, Sacramento, CA 95814.

*". . . TO FORM A MORE PERFECT UNION . . ." Justice For American Women, Report of the National Commission on the Observance of International Women's Year, June 1976, p. 382. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $5.20.

"Partnership Marriage: The Solution to an Ineffective and Inequitable Law of Support" by Joan M. Krauskopf and Rhonda C. Thomas, Ohio State Law Journal, Vol. 35, No. 3, 1974, pp. 558-600.

*The Rights of Women, An American Civil Liberties Union Handbook by Susan C. Ross, N.Y.: Avon Books, p. 384, paperback, $1.25 (available in bookstores).

"Woman's Servitude Under Law" An essay by Ann M. Garfinkle, Carol Lafcourt, and Diane B. Schulder. Law Against the People. N.Y.: Vintage Books, 1971.

"Equal Credit Opportunity Act",Public Law 93-495 Title V, Effective October 28, 1975. (For more information on regulations contact Board of Governors, Federal Reserve System, Washington, D.C. 20051).

*Women and Social Security: Adapting to a New Era, A working paper prepared by the Task Force on Women and Social Security for use by the Special Committee on Aging, United States Senate, October 1975, p. 87. (For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, price $1.10).

Social Security: Who's Secure? by Tish Sommers, Equal Rights Monitor, August 1976 (926 J Street, Sacramento, CA 95814).

A STUDY OF INSURANCE PRACTICES THAT AFFECT WOMEN, a Report prepared by the Iowa Commission on the Status of Women, February 1, 1975. (For more information contact: Iowa Commission on the Status of Women, 300 Fourth Street, Des Moines, Iowa 50319).

The Myth and the Reality, U.S. Department of Labor, Women's Bureau, 1973.

Economic Problems of Women, U.S. Congress Joint Economic Committee, 93rd Congress, 1st sess., July 12, 1973.

OPPOSITION

The Phyllis Schlafly Report, Box 618, Alton, Illinois 62002.

Ten Things the ERA won't Do For You by Women's Law Project, 112 So. 16th St., Suite 1012, Philadelphia, Penn. 19102. The women's Law Project has additional information on state laws including a list of significant court decisions under state ERAs.

RESOURCES (cont.)

An opinion letter from former U.S. Senator Marlow W. Cook (Kentucky) to Ms. Kay Jones (Columbia, Missouri) regarding the effect of ERA on the question of abortion, February 1, 1975.

An opinion letter from J. William Heckman Jr. (Chief Counsel, Subcommittee on Constitutional Amendments., U.S. Senate) to Ms. Kay Jones (Columbia, Missouri) regarding effect of ERA on question of abortion.

The Proposed Equal Rights Amendment: A brief in support of its ratification prepared for the League of Women Voters of the U.S. by Bellamy, Blank, Goodman, Kelly, Ross & Stanley, 1973. (Single copies available from LWVUS.)

An opinion letter from Ruth Bader Ginsburg (Professor, Columbia Law School) to Barbara Burton (LWVUS Staff) regarding effect of ERA on church practices, June 10, 1975.

STATE ERA's

"State Equal Rights Amendments," ERA YES #6, LWVUS, March 1975. (Reprint from November, 1974 article in Women Law Reporter).

The Impact Of The State Equal Rights Amendment In Pennsylvania Since 1971, a Report prepared by the Pennsylvania Commission on the Status of Women, May 1976 edition.

New Mexico Statute Revisions Under ERA 1973-75 Summarized, State publication, "La Palabra," League of Women Voters of New Mexico, November/December 1975 (219 Shelby St., Room 211, Santa Fe, New Mexico 87501).

Letters from Alaska, Colorado, Connecticut, Hawaii, Maryland, New Mexico, Pennsylvania, Utah, Virginia, Washington and Wyoming to Paula Minkin, LWV of New York, regarding impact of State ERA in each state, January/March 1976.

*Major Source (good for general reference on the subject of ERA)

Order from League of Women Voters of the U.S. 1730 M St., Washington, D.C. 20036.

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MAJOR CONCEPT: V. MALES AND FEMALES IN THE WORLD OF WORK

SUPPORTING CONCEPT:

A. Responsibilities of males and females as related to the home and career
B. Economic factors influencing male/female roles
C. Multiple roles of males/females

BEHAVIORAL OBJECTIVE:

Understand contributions of males and females to the working society and the effects of sex role stereotyping and biases on career options in the changing world.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- discuss the value of work to the individual whether male or female.
- list ways individuals are identified by career choices.
- visit sites of three selected occupations and record ratio of employment of males to females and/or instances of stereotyping according to sex.
- give examples of the influences of attitudes upon problems related to multiple roles of males and females.
- discuss sharing responsibilities of the home as well as the world of work
- be stimulated to learn more about the status of females in a working society
- understand the data concerning males and females in the U.S. labor force and relate this knowledge to own adult life.

GENERALIZATION: Society's role expectations result in sex-role stereotyping and biases which affect career choices and opportunities for both males and females.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Everyone needs a home!	Interest Approach: View pictures of a home and surroundings in poor condition, another in fair condition, and a home and surroundings which are well kept; choose the most desirable home in which to live. (JH, HS, PS)	Worthington, Careers: Overview.

The family provides a major setting for accomplishing developmental tasks of infants, young children, and adults; in later years the setting is enlarged to include the community, the nation, and the world.	Complete the sentence: "In my dreams I see my home in ten years as _____." (JH, HS)	Riker and Brisbane, Married Life. Chapter 15.
	Discuss the importance of pleasant surroundings to the individual. (Health, happiness, comfort, relaxation). (JH, HS, PS)	
	List satisfactions of a well organized homemaker who creates pleasant surroundings for the family. (JH, HS)	
Homemaking has its demands and rewards. Many homemakers assume the role of a wage earner for various reasons, and wage earners may also assume the role of homemaker.	List reasons why married women work outside the home. (There are 100,000 home economists who work to improve household services and products). (JH, HS, PS)	
	Cite reasons why married males work outside the home. (JH, HS, PS)	Riker and Brisbane, Married Life. Chapter 15.
The attitudes of the husband and wife toward the spouse's working are important since increased demands on the individual's time may necessitate reassignment of responsibilities within the home.	In small groups react to a case situation where the wife works outside the home against the husband's wishes. (HS, PS) (AE Concept I and III)	Riker and Brisbane, Married Life. Chapter 15.
	Discuss effects of negative attitudes toward work on a marriage. (HS, PS)	
	List ideas for reducing the amount of time spent on essential household tasks. (JH, HS, PS)	
If a couple decides that it is necessary for the wife/mother to work for financial security, they need to consider all the effects this may have on their family life and family relationships.	Consider effects that the wife's working may have on family life and family relationships. Do the monetary gains justify the sacrifices and possible extra expenses involved when the wife works? Discuss types of extra expenses incurred when the wife obtains employment outside the home. (JH, HS, PS)	

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CONCEPT V. Males and females in the world of work

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The decision as to whether or not a wife should work outside the home depends upon the couple's financial situation, their goals and values, the overall employment picture, and the attitudes of the husband and wife toward her working.	Discuss how many students in the class expect to work outside the home at some point in their lives. (HS, PS) Contrast factors contributing to the husband's career making decision; to the wife's career making decisions.	Illinois Teacher, Vol XVII No. 2 November/December 1973, page 83.
The jobs and incomes of family members who work will influence family life style.	Discuss ways family life styles are affected by the careers of its members. (JH, HS, PS)	
One of the most interesting problems concerning the relationship between the nuclear family and the economic system has been that of the allocation of family power.		Christensen, Handbook of Marriage and The Family. Chapter 3.
Most research on authority patterns in the home suggests that as the wife's contribution to family income increases her relative power in the household increases also.		
In all but a very few societies, instrumental roles which include political and economic leadership are played by the husband, while expressive roles are played by the wife.		Christensen, Handbook of Marriage and The Family. Chapter 3.
For those wives and mothers who desire to pursue careers, the two greatest problems are (1) the social conditioning patterns for women in our society which often do not provide them with competitive and motivational attitudes required by our society in many cases for successful advancement in careers and	Debate: Juvenile delinquents more frequently come from families where there is a working mother. Support your views through library research. (JH, HS, PS) Cite resources available in your community for the care of preschool children of working mothers. (JH, HS, PS)	

(2) the practical aspect of having major responsibility for homemaking and child care which take much time and energy away from the pursuit of a career.	Discuss how friends, neighbors, and other family members influence family income, spending patterns, decision-making processes and life-style of a married couple. (JH, HS, PS)	Tips and Topics, Vol XV No. 3 February 1975.
Solving problems in a marriage in which roles of homemaking and working outside the home are combined is a lifelong involvement for an increasing number of males and females.	List on board responsibilities of young couple living in own home. Divide responsibilities according to who should be responsible for them if both members are working full time outside the home. (HS, PS)	
Marital roles in the dual-career family are shared with few gender specific criteria used in allocating a division of labor for accomplishing the household maintenance tasks.	Interview dual-career families regarding amount of time spent on household maintenance tasks.	
In order to develop role flexibility, both must have opportunities to experiment with a variety of roles.	Examine ways to bring about role flexibility. (HS, PS)	Illinois Teacher. Vol XXI No. 2 November/December 1977, Page 75.
Males are gradually assuming more responsibility for homemaking tasks in the dual-career family.	List factors involved in increasing the number of males assuming more responsibility for homemaking. (HS, PS)	Illinois Teacher. Vol. XXI No. 2 November/December 1977, Page 75.
A major factor which affects the choice of jobs for women is the combining of marriage/job.	View filmstrip that points out why people work. (JH, HS, PS)	Filmstrip: Job Attitudes: Why Work At All? Guidance Associates.
	Relate effects of marriage on career and of career upon marriage. (HS, PS)	Riker and Brisbane, Married Life. Chapter 15.
Some women do not choose to be employed outside the home because activities of the home, the community and children satisfactorily fill their days.	Analyze women's dual or multiple roles. (JH, HS, PS)	
Other women may not choose to work outside the home because social stereotyping makes them believe activities of the home, the community, and children ought to satisfactorily fill their days.		
Generally, the employment of the female necessitates changes in the traditional roles of husbands and wives. The male	Discuss role deviations which have not traditionally been acceptable in society. (HS, PS)	

CONCEPT V: Males and females in the world of work

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
In a family where the female works will probably have more direct contact with the children and more direct responsibility for their physical care.	Analyze men's dual or multiple roles.	
In the future, more men may be helping with child rearing and homemaking. More women may be working for pay outside the home to increase the family income and to meet their own psychological needs.	Study newspapers and choose any appealing job. Classify jobs chosen. Is there a difference in types of jobs chosen by males and females? (HS, PS)	Illinois Teacher. Vol. XX No. 4 March/April 1977, Page 172.
The women's movement and the fact that more women are desiring meaningful careers outside the home which require a large investment of time and energy has created a need to prepare husbands and fathers to share in the management of the home and the rearing of the children.	Female students: Pretend to be male and plan your future. (HS, PS) Male students: Pretend to be female and plan your future. (HS, PS) Female students: Pretend that marriage is not an alternative and plan your future. (HS, PS)	
By understanding the interrelationship of work and home life one may realize a more successful role.	Interview a woman who works outside the home. (HS, PS)	Working woman in the community.
A working parent cannot do everything he or she would like with and for the family; therefore, choices must be made.	Collect ideas to reduce the individual's work load in the home, improve time management and reduce the individual's frustration level. (JH, HS, PS)	Illinois Teacher, Vol. XXI No. 5, May/June 1978, p. 272.
The fact that mothers work today is not new - the main difference is where they work.	Listen to panel discussion of working women of varying ages and situations. (HS, PS) Analyze women's dual/multiple roles. (JH, HS, PS)	Resource persons from the community.
Dual-career marriages produce fewer children than do "traditional" marriages.	Cite reasons for fewer children in dual-career marriages. (JH, HS)	Illinois Teacher. Vol. XX, No. 5, May/June 1977, Page 245.

The quality of a mother's relationship with her children, her love for them, her understanding of their important needs, and her maturity as a person will determine how well she does as a mother whether or not she works outside the home.	List some advantages and disadvantages for children of working mothers. List advantages and disadvantages for children of nonworking mothers. (JH, HS, PS)	
Working mothers tend to have high positive feelings toward their children, use mild discipline, stress independence training, avoid inconveniencing the children due to their employment, and have children who are relatively nonagressive.	Identify reasons for having a career as presented by the speakers and from other resources. (HS, PS)	Use community resources available locally.
	Discuss "What social consequences will result from independence training?"	Kimbrell and Vineyard, Succeeding in the World of Work. Chapter 1.
It is becoming more evident that the future necessitates change in sex role attitudes for all persons.	Discuss effects on children if the mother works outside the home. (JH, HS, PS)	Illinois Teacher, Vol. XVIII No. 1, Sept./Oct. 1974.
The cyclic nature of social attitudes, economic recession of long duration or other catastrophic disruptions of family life may influence families to revert to life styles of an earlier era.	Clarify the consequences of social change as they might affect the family group to include: - changing roles of men, women and children - legal rights of women - no-fault divorce laws - population restructuring (more aged, fewer children, illegitimacy) - alternative life styles - alcoholism and other drug abuse - retirement - economic depression - energy crises. (JH, HS, PS)	
The productivity of individuals contributes to the satisfaction of societal as well as personal needs. An individual will need at least half a million dollars to pay for goods and services that will be purchased during one's lifetime. These are necessary for one's life and well-being. Individuals have unique interests and abilities which make career choices very personal.	Interest approach: Compute total earnings for a person whose annual income averages $18,000 for 35 years. Discuss effect this need has upon one's decision to seek employment.	

CONCEPT V: Males and females in the world of work

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
Today we are moving toward the creation of a society in which both sexes can gain pleasure and fulfillment from all available roles, a society that has flexibility to allow males and females full expression of their talents.	Tell how family finances differ when the wife works outside the home. (HS, PS)	
	Cite personal family situations in which the father has assumed a task traditionally considered feminine. State your opinions of these situations. (HS, PS)	Kimbrell & Vineyard, Succeeding in the World of Work. Chapter 6.
		Appendix V A.
Society's role-expectations of males and females are changing. Today there is an emphasis on equality of opportunity for employment and education.	Discuss human roles instead of masculine or feminine roles. (JH, HS, PS)	Christensen, Handbook of Marriage and the Family. Chapter 14.
Certain roles for males and females in American society are not as sharply differentiated today as they were in the past.	Complete "Is it Appropriate?"	Appendix V B.
As a society becomes more complex, the individual is called upon to assume more divergent roles.	Conceptualize role, social role and role strain. (JH, HS, PS)	Appendix V C Bulletin Board.
Society places a higher value on work for pay than upon homemaking.	Conduct a study to examine and describe the husband's parental and household responsibilities. (As an adult you will be identified by your career). (HS, PS)	
	Write a short paper (1 to 2 pages) expressing your goals in relation to a job. (HS, PS)	
The majority of women will work sometime (after age 16) during their lifetime.	Write a very brief paper reflecting your internalized personal views of male/female roles in the world of work. (HS, PS)	

Ther are now nearly 35 million females in the labor force. Thirteen million of these women have children under 18 years of age.	Compare some advantages for males/females working: - money - social contacts - achievements, successes - part of a plan for social climbing - lesser demands for stimulation upon the marriage (JH, HS, PS)	Christensen, Handbook of Marriage and The Family. Chapter 3.
Women workers are concentrated in low-paying dead-end jobs. As a result, the average woman worker earns less than three-fifths of what a man does when both work full-time, year around.	Discuss jobs considered to be dead-end jobs; (clerical workers, service workers, sales clerks, factory workers.) (HS, PS)	Tips and Topics, Vol. XV No. 3, February 1975.
The wage gap between the average salary of men workers and women workers has been increasing for 25 years.	Interview 10 men and 10 women who hold comparable or identical jobs. Record and compare salaries of each. (HS, PS)	Appendix V E Appendix V F Appendix V G
Half of all working women earn less than $3,700.		
The mean salary of women with college degrees is less than that of the average male high school dropout.		
Sex role stereotyping seems to adversely affect females' earnings since few high paying, high status jobs are socially approved for females.	Brainstorm for reasons why few high paying, high status jobs are socially approved for women. (HS, PS)	Illinois Teacher. Vol XX No. 4 March/April 1977 Page 165.
The legal rights of women related to job seeking and jobs have been changing rapidly as new measures for legal protection have been added.	Discuss changes in laws and statutes as related to women in the working force. (HS, PS) (AE Concept IV)	Resource person: lawyer.
Employers today can be more selective in hiring procedures due to the greater number of qualified females available for employment in occupations previously dominated by males.	List instances where sex bias may favor the job seeker or the employer.	Kimbrell and Vineyard, Succeeding in the World of Work. Chapter 1.

E

CONCEPT V: Males and females in the world of work

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
After completion of high school, a person can expect to live for about another 50 to 60 years. The average male will probably work for about 40 of these years. The average female who marries is expected to work outside the home for about 25 years. If she does not marry, she will probably work about 40 years.		
As one approaches adulthood, the individual will assume a new identity which will be influenced by the kind of work done to earn a living.		
Each major facet of one's life in some way affects all of the others. A career plays a major part in determining one's daily life.		
There has been a continuous redefining and reassessing of masculine/feminine roles within this century.	Complete rating scale and Classify self as sex-biased or non sex-biased.	Appendix V H.
	Panel: men and women in non-traditional occupations-(police women, male nursery school teachers, male secretaries, female plumbers, male nurses, female politicians, female farm managers, female doctors, female lawyers, female dentists.) (HS, PS)	Resource persons from the community.
If we are to utilize human resources most effectively, some women should be breadwinners and some men should be househusbands.	Discuss the statement: "As females are liberated, males will be liberated." (HS, PS)	Illinois Teacher. Vol. XX No. 5, May/June 1977. page 213.
Although federal and state governments, public institutions, and private business and industry are attempting to eliminate it, sex discrimination in the world of work continues.	Discuss these attempts and reasons for the continuation of sex discrimination. (HS, PS)	

Appendix V A

Any or all of the following questions may be used to identify student's views, as a basis for discussion, or for students to use in gathering data from others.

1. Do you think a woman should have the same opportunity as a man to apply for and work at any job she wants if she is qualified?
2. Do you think a female doctor or dentist would be as good as a male doctor or dentist?
3. Should more female announcers and newscasters be hired by radio and television stations?
4. Should there be more female jockeys at the race track?
5. Are women scientists as smart as men scientists?
6. If your car needed fixing would you think a trained female garage mechanic to be as good as a male?
7. Should we have female astronauts?
8. Should more women be encouraged to become lawyers, judges, and senators?
9. Do you think there will ever be a woman president in the United States?
10. Are woman as intelligent as men?
11. Do you think most female teachers are as good as most male teachers?
12. Do you feel a female principal would be as good as a male principal?
13. Do women become upset more easily than men?
14. Would you mind working for a woman boss?
15. If women have jobs equal to men, is it right that men should be expected to open doors and take off their hats for women?
16. Should men be allowed to hold jobs that women usually do, such as airline stewards and male secretaries?
17. Should women in all countries of the world have equal rights to men?
18. Should women in all countries be allowed to vote for their leaders if men do?
19. Do you think women are as talented as men in art, music, the theater?
20. Is it better to be a man or woman in the United States today?

Appendix V B

IS IT APPROPRIATE?

A classroom discussion on "Is It Appropriate?" is likely to be spirited and hotly debated. The following exercise is to help students explore behaviors they feel are appropriate for males and females. The questionnaire and insuing discussion can help students begin to see that sexual categorization of behaviors is basically attitudinal and is often hard to justify logically.

Directions: Listed below are statements which question whether a certain behavior is appropriate for a person of a given sex. Place an X in the blank under "yes" if you feel the behavior is appropriate and an X under "No" if you feel the behavior is not appropriate.

YES	NO	Is it Appropriate . . .
____	____	1. for a man to stay at home as a househusband and for the wife to be the main breadwinner?
____	____	2. for a female to open doors for her male companion?
____	____	3. for males to knit or crochet for gift giving?
____	____	4. for a female student to work toward becoming a heart specialist or a United States Senator?
____	____	5. for a male to marry but not want children?
____	____	6. for male children to play with dolls?
____	____	7. for females to be on the school golf or tennis team?
____	____	8. for females to play basketball with males?
____	____	9. for teenage males to babysit?
____	____	10. to ask a male why a good looking man like himself isn't married?
____	____	11. for males to cry?
____	____	12. for males to arrange flowers?
____	____	13. for females to enjoy woodworking?
____	____	14. for males to enjoy sewing?
____	____	15. to ask a male what he plans to do until he gets married?

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Appendix V C

The Multi-Role Dilemma

of Today's Woman...

Appendix V E

SALARY DIFFERENTIALS

1. There are 4,173,000 men employed in the private sector who earn over $25,000 a year.

   There are 140,000 women employed in the private sector who earn over $25,000 a year.

2. There is a gap between men and women's median annual salaries for every scientific field of employment requiring a doctorate: (1975)

Mathematics	$4,000	year	difference	between	men	and	women
Physics	$5,000	"	"	"	"	"	"
Chemistry	$6,000	"	"	"	"	"	"
Earth Sciences	$4,000	"	"	"	"	"	"
Engineering	$5,000	"	"	"	"	"	"
Biological Science	$4,000	"	"	"	"	"	"
Psychology	$2,000	"	"	"	"	"	"
Social Sciences	$3,000	"	"	"	"	"	"

3. The gap between men and women's median annual salaries in the same fields with the same degrees begins upon employment and steadily increasing with age: (1975)

Doctorate scientists and engineers	Men	Women
ages below 30	17,500	16,000
ages 30-34	19,000	17,000
ages 35-39	19,500	18,000
ages 40-44	24,000	19,800
ages 45-49	26,000	20,800
ages 50-54	28,500	22,000
ages 55-59	28,500	21,800
ages 60-64	29,000	22,000

Appendix V F

PERCENTAGE OF WOMEN IN SELECTED PROFESSIONS

OCCUPATION	YEAR 1930	1940	1950	1960	1975	
Lawyer	2.1	2.4	3.5	3.5	4.0	
Doctor	4.0	4.6	6.1	6.8	9.2	
Dentists	1.8	1.5	2.7	2.1	3.4	
Nurses	98.0	98.0	98.0	97.0	95.0	
College Professors and Presidents	32.0	27.0	23.0	19.0	22.0	
Clergy	4.3	2.2	8.5	5.8	3.0	(1970)
Scientists and Engineers	-	-	11.4	9.9	9.4	
Engineers	.5	.3	1.2	.8	.7	
Biologists	-	-	27.0	28.0	22.5	
Chemists	-	-	10.0	8.6	11.3	
Mathematicians	-	-	38.0	26.4	25.1	
Physicists-Astronomers	-	-	6.5	4.2	5.9	
Social Workers	68.0	67.0	66.0	57.0	80.0	
Librarians	91.0	89.0	89.0	85.0	80.0	

Appendix V G

FACT SHEET

MULTIPLE ROLES

1. Women comprise 40% of the U.S. work force.
   Women are 45% of the U.S. unemployed.

2. In 1977, 47.4% of all American women were working. (78.1% of all American men work).

3. Marital status:
   1. 45% of all married women with spouses presently work.
   2. 61% of all single women work.
   3. 40.3% of all widowed, divorced and separated women work.

4.

Age	% of women population working
16-17	40.7
18-19	59.2
20-24	65.2
25-34	57.2
35-44	57.8
45-54	55.0
55-64	41.1
65-+	8.2

5. Of the married men in the work force, 39.1% also have employed wives.

6. Of the married men who are unemployed, 44.6% have employed wives.

7. 15% of the total labor force in the U.S. is comprised of working women who have children under 18 years of age. (14 million women).

8. One-third (5 million) of the working women with children have children under 6 years of age.

9. Married women with spouse present:
   a. 43.8% of those women without children work.
   b. 37% of those women without children under 6 years of age work.
   c. 53.7% of those women with children between 6 and 17 years of age work.

10. Only 22% of all working women are in the professions, technical areas and management (6%).

11. In 1977 the nature of U.S. household was as follows:
   a. 16% -"traditional" nuclear families
   b. 19% - both husbands and wives are wage-earners and have at least one child.
   c. 31% - married couples without children or whose children have left home ("empty nest").
   d. 6% - female headed families (no father).
   e. 6% - male-headed families (no mother).
   f. 2.5% - unrelated persons living together.
   g. 21% - single person households (73 are women 65 years old or older).
   h. 5% - male or female headed households with relatives other than children or spouses.

12. It is no longer an option but a fact that women will work sometime (after age 16) during their lifetime. 92% of high school female graduates will hold fulltime employment sometime during their lifetime.

13. Unemployment rates for women in all fields of specialization continue to be 2 to 6 times higher than for men in the same field with comparable training and experience.

14. Among the various occupational categories, the highest paid women are more likely to be unmarried than the highest paid men, who are more likely to be married.

Fact Sheet - continued

15. There is a direct relationship between income level and the proportion of divorced women earning that income.

16. Professional women are much more likely to be unmarried than are professional men: (1960)

Occupation	% Unmarried Men	%Unmarried Women
Law	13.1	34.3
Scientists	16.0	37.0
Engineers	11.0	35.0
Doctors	12.0	49.0
Professors of Natural Science	21.0	67.0
Professors of Engineering	14.0	36.0

17. 40% of all working women are single, divorced, widowed, separated or deserted. They are working out of necessity.

18. Half of all working women earn less than $3,700.

19. For a woman who marries at age 22, works outside the home for three years after marriage, then has two children two years apart, and who dies at age 74 . . .

. . . 23% of adulthood will be spent without a husband
. . . 41% of adulthood will be spent with a husband but no children under 18
. . . 36% of adulthood will be spent with a husband and one child under 18
. . . 12% of her life will be spent in fulltime care of preschool children.

20. Of the women who work, 78% end up in dead-end jobs as clerical workers, service workers, factory workers or sales clerks.

21. Of the female parents whose children are between 6 and 17 years of age, 62% of the black women and 50% of the white women are in the labor force.

22. The wage gap between the average salary of men workers and the average salary of women workers has been increasing for 25 years.

23. In the U.S., there are 1,000 individual state laws that discriminate according to sex. In one state a woman's clothes legally belong to her husband.

24. Only 7% of physicians are women
Only 3% of lawyers are women
Only 1% of Federal judges are women
Only 4% of full professors are women
Only 7% of scientists are women
Only 1% of engineers are women
Only 2% of business executives are women
Only 4% of top Federal civil servants are women
Only 3% of the U.S. Congress are women

25. The mean salary of women with college degrees is less than that of the average male high school dropout.

26. The average woman worker is as well educated as the average man worker. Women have completed 12.5 years and men 12.4 years of school.

27. Stockbrokers like to say that 51% of the shareholders in this country are women, but the holdings of women are so small that they actually own less than 18% of all shares.

Appendix V H

MALE-FEMALE/TRADITIONAL ROLES

Consider the words in the list below, rate yourself using the following scale. Add each column separately, then compute the difference between the totals in the two columns.

Scale: 1 = seldom 2 = occasionally 3 = quite often 4 = most of the time

_____ 1. Aggressive	_____ 1. Gentle
_____ 2. Ambitious	_____ 2. Loyal
_____ 3. Assertive	_____ 3. Sympathetic
_____ 4. Athletic	_____ 4. Understanding
_____ 5. Forceful	_____ 5. Compassionate
_____ 6. Independent	_____ 6. Tender
_____ 7. Dominant	_____ 7. Affectionate
_____ 8. Self-reliant	_____ 8. Warm
_____ 9. Competitive	_____ 9. Loving toward children
_____ 10. Willing to take a stand	_____ 10. Sensitive to others

The greater the difference in the totals of the two columns, the more the individual conforms to society's traditional standards.

If the difference between the totals is more than 10, the individual is being greatly limited by sexual biases.

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